

Author tshingombe tshitadi

Curriculum assessment :

Contents

Comprehensive DHET Transcript Synthesis and Visualization for Tshingombe Tshitadi: Engineering Student and Assessment Moderator	13
Introduction	13
1. Learner Identity and SAQA Identifiers Verification.....	14
1.1. Learner Profile and Identifiers	14
1.2. SAQA and DHET Verification Processes	14
2. DHET Transcript Submission and Processing Records	14
2.1. Submission Timeline and Status	14
2.2. Institutional and Timetable References.....	15
3. Qualification Details and Pathways	15
3.1. National N Diploma Engineering (SAQA ID 90674 / NQF Level 6)	15
3.2. Advanced Certificate in Advanced Phase Teaching (SAQA ID 67q0)	16
3.3. N1 Certificate (SAQA ID 63375) and Entrance ID 67491.....	16
4. Assessment Policy IE099 and Institutional Codes.....	17
4.1. Assessment Policy IE099	17
4.2. Institutional Code 30_39.....	17
5. ICASS Trimester Policies and Test Weightings for Engineering (Report 191).....	17
5.1. ICASS Structure and Requirements.....	17
5.2. Portfolio of Evidence (PoE) and Record-Keeping.....	18
6. Examination Rules for Electrical Trade Theory N1 and N2 (2021).....	18
6.1. Examination Structure and Cognitive Weighting.....	18
6.2. Mark Allocation and Presentation Expectations.....	19
7. Module Weight Values and Detailed Module Breakdown (Electrical Trade Theory)	19
7.1. Module Weighting Table.....	19
7.2. Module Content and Learning Outcomes.....	19
8. General Regulations and Standards Referenced	20
8.1. SANS 10142-1:2024 Edition 3.2	20
8.2. IEC and SI Standards.....	20
8.3. Calculations, Drawings, and Mark Allocation	20
9. N4–N6 Certificate Subjects and Subject Breakdowns	20
9.1. Subject Breakdown Table	20
9.2. Subject Content and Outcomes	21
10. Assessment Moderation Role and Responsibilities.....	21

10.1. Internal Moderation.....	21
10.2. External Moderation	21
11. Portfolio of Evidence (PoE) and Record-Keeping Requirements	22
11.1. PoE Structure and Content	22
11.2. Record-Keeping Protocols.....	22
12. Examination Procedures, Invigilation, Marking, and Moderation (DHET Guidelines).....	22
12.1. Examination Preparation and Conduct.....	22
12.2. Marking and Moderation.....	22
12.3. Appeals and Re-marking	23
13. Data Privacy, Consent, and Verification When Publishing Learner Records	23
13.1. Data Privacy and Consent	23
13.2. Verification and Publication.....	23
14. Assessment Moderator Role and Responsibilities.....	23
14.1. Moderator Registration and Competence.....	23
14.2. Moderation Practices.....	23
15. Learner ID Cross-Referencing and Duplicate Records Management.....	24
15.1. Cross-Referencing Protocols	24
15.2. Institutional Responsibilities	24
16. Transcript-Style Visual Representation.....	24
16.1. Transcript-Style Image	24
16.2. Transcript-Style Table	24
17. Conclusion.....	26
18. References to Regulatory and Policy Frameworks	26
References	27
1. Subject 	29
2. Setting 	29
3. Style 	29
Designing an Image-Based SAQA-Compliant Diploma Certificate for Tshingombe Tshitafi: Regulatory, Visual, and Metadata Considerations	30
Introduction.....	30
1. SAQA Policy and Criteria for Registration of Qualifications	31
1.1 SAQA’s Mandate and the NQF	31
1.2 Policy and Criteria for Registration.....	31

2. The National Qualifications Framework (NQF) and National Diploma Structure	31
2.1 NQF Levels and Sub-Frameworks	32
2.2 National Diploma vs. National N Diploma	32
2.3 NATED and DoE Frameworks	32
3. Typical Metadata Fields and Identifiers on SAQA-Compliant Certificates	33
3.1 Essential Metadata Elements	33
3.2 Metadata Standards	34
4. Visual Design Conventions for Formal Diplomas and Certificates	34
4.1 Layout and Typography	34
4.2 Visual Motifs and Cultural Considerations	35
4.3 Security and Anti-Fraud Features	36
5. SAQA and NATED Frameworks: National N Diploma in Art and Design	36
5.1 Qualification Structure and Curriculum Alignment	36
5.2 Textual Elements on the Certificate	37
6. Legal and Ethical Considerations	37
6.1 Public Property and Reproduction	37
6.2 Use of National Symbols	37
6.3 Credential Verification and Audit Traceability	38
6.4 Penalties for Fraud	38
7. Credentialing, Portfolio Inclusion, and Recognition of Prior Learning (RPL)	38
7.1 Use in Portfolios and Credentialing	38
7.2 Recognition of Prior Learning (RPL)	39
7.3 Record-Keeping and Retention	39
8. Security and Anti-Fraud Features	39
8.1 Common Security Features	39
8.2 Verification Workflows	39
9. Design Motifs and Cultural Considerations	40
9.1 National and Institutional Identity	40
9.2 Colour and Symbolism	40
9.3 Layout Conventions	40
10. Practical Layout Mockup Guidance	40
10.1 Page Size and Margins	40
10.2 Hierarchy and Placement	41

10.3 Signature Placement	41
10.4 Security Features	41
11. Issuing Authority Statements and Accreditation Wording	41
11.1 Accreditation Statements	41
11.2 Reference to SAQA, QCTO, CHE, and Provider Accreditation	41
12. Record-Keeping and Retention Practices	42
12.1 Institutional Responsibilities	42
12.2 Digital Records and Metadata	42
13. Case Studies: Diploma Misuse, Fraud, and SAQA Enforcement	42
13.1 Common Forms of Misuse and Fraud	42
13.2 SAQA Enforcement Actions	42
13.3 Verification and Prevention	43
14. Comparative Table: Typical Certificate Elements Across SAQA-Compliant Diplomas	43
15. Sample Visual and Textual Layout Description	44
16. Conclusion	44
References	45
1. Subject 	47
2. Setting 	47
3. Style 	48
Designing an Image-Based SAQA-Compliant Diploma Certificate for Tshingombe Tshitafi: Regulatory, Visual, and Metadata Considerations	48
Introduction	49
1. SAQA Policy and Criteria for Registration of Qualifications	49
1.1 SAQA's Mandate and the NQF	49
1.2 Policy and Criteria for Registration	50
2. The National Qualifications Framework (NQF) and National Diploma Structure	50
2.1 NQF Levels and Sub-Frameworks	50
2.2 National Diploma vs. National N Diploma	50
2.3 NATED and DoE Frameworks	51
3. Typical Metadata Fields and Identifiers on SAQA-Compliant Certificates	51
3.1 Essential Metadata Elements	51
3.2 Metadata Standards	53
4. Visual Design Conventions for Formal Diplomas and Certificates	53

4.1 Layout and Typography.....	53
4.2 Visual Motifs and Cultural Considerations.....	54
4.3 Security and Anti-Fraud Features	55
5. SAQA and NATED Frameworks: National N Diploma in Art and Design	55
5.1 Qualification Structure and Curriculum Alignment	55
5.2 Textual Elements on the Certificate.....	56
6. Legal and Ethical Considerations	56
6.1 Public Property and Reproduction.....	56
6.2 Use of National Symbols	56
6.3 Credential Verification and Audit Traceability.....	57
6.4 Penalties for Fraud.....	57
7. Credentialing, Portfolio Inclusion, and Recognition of Prior Learning (RPL)	57
7.1 Use in Portfolios and Credentialing	57
7.2 Recognition of Prior Learning (RPL)	58
7.3 Record-Keeping and Retention	58
8. Security and Anti-Fraud Features	58
8.1 Common Security Features.....	58
8.2 Verification Workflows	58
9. Design Motifs and Cultural Considerations	59
9.1 National and Institutional Identity.....	59
9.2 Colour and Symbolism	59
9.3 Layout Conventions.....	59
10. Practical Layout Mockup Guidance.....	59
10.1 Page Size and Margins	59
10.2 Hierarchy and Placement.....	59
10.3 Signature Placement	60
10.4 Security Features	60
11. Issuing Authority Statements and Accreditation Wording	60
11.1 Accreditation Statements	60
11.2 Reference to SAQA, QCTO, CHE, and Provider Accreditation.....	60
12. Record-Keeping and Retention Practices.....	61
12.1 Institutional Responsibilities	61
12.2 Digital Records and Metadata.....	61

13. Case Studies: Diploma Misuse, Fraud, and SAQA Enforcement	61
13.1 Common Forms of Misuse and Fraud	61
13.2 SAQA Enforcement Actions.....	61
13.3 Verification and Prevention	62
14. Comparative Table: Typical Certificate Elements Across SAQA-Compliant Diplomas.....	62
15. Sample Visual and Textual Layout Description	63
16. Conclusion.....	64
References	64
Copilo1. Career Discovery Award Progress: Milestones and Metrics.....	66
1.1. Trailblazer Rank and Points Overview	66
2. The Power of Activity Streaks: Sustaining Engagement and Growth	67
2.1. Weekly Engagement and Streak Maintenance	67
3. Course Progress: Breadth and Depth of Learning.....	68
3.1. Current Course Progress Overview	68
4. Superbadges and Quick Starts: Demonstrating Real-World Proficiency	69
4.1. Superbadges: The Gold Standard of Applied Skills	69
5. Group Memberships and Community Engagement	69
5.1. Professional Groups	69
6. Agentforce Learning Path: Building AI-Driven Automation Skills	69
6.1. Structured Agentforce Curriculum.....	70
7. Personalized Learning Recommendations: Targeted Upskilling.....	70
7.1. Recommended Learning Paths	70
8. Additional Skills and Micro-Credentials	71
8.1. Key Micro-Credentials.....	71
9. Monthly Learner Report: November 2025 Metrics	71
9.1. Learning Activity Snapshot.....	71
10. Formal Diplomas and Certifications.....	72
10.1. Alison Diplomas.....	72
11. Certificates and Recognition: DHET-SAQA and NATED/NCV Awards	73
11.1. National and Sectoral Recognition.....	73
12. Contributions to Sci-Bono and Professional Outputs	73
12.1. Sci-Bono Journey Expert Assessment Library.....	73
13. CV and Portfolio Presentation: Best Practices	74

13.1. Structuring a Professional Portfolio	74
14. Visualizations and Tables: Progress at a Glance	74
14.1. Progress Chart Templates	74
15. Privacy and Data Verification for Public Profiles.....	75
15.1. Managing Visibility and Security	75
16. Synthesis: Key Achievements and Milestones	75
16.1. Highlights	75
17. Recommendations for Future Development	76
17.1. Strategic Next Steps	76
Conclusion.....	76
References	77
Comprehensive Research Report: NATED Engineering Colleges’ Visit to City Power for Curriculum Assessment and National Trade Portfolio Evaluation	80
Introduction.....	80
Context of the City Power Visit by NATED Engineering Colleges	81
Purpose of the Visit: Aligning Theory with Practical Exposure.....	82
Activities During the Visit: Job Shadowing, Site Inspection, and Portfolio Development	82
Job Shadowing.....	82
Site Inspection	83
Curriculum Validation	83
Submission of CVs and Portfolio Evidence	83
Involvement of the National Trade Portfolio Exam Department and DHET	84
Role of the Visit in Supporting Career Outcomes and Engineering Job Descriptions	84
Enhancing Job Readiness	84
Informing Trade School Job Descriptions	85
Supporting Formal Engineering Duties.....	85
Recognition of Engineering Diplomas by SAQA and DHET (NQF6–NQF8)	85
Qualification Levels and Progression.....	85
SAQA and DHET Recognition	86
Challenges in Recognition	86
Challenges Encountered During the Visit	87
Power Outages and Load Shedding	87
Delays in Feedback and Documentation	87
Documentation Issues.....	87

Complaints About Service Delivery	88
Desired Outcomes: Improved Curriculum Relevance, Job Readiness, and Qualification Recognition	88
Improved Curriculum Relevance.....	88
Enhanced Job Readiness	88
Recognition of Engineering Diplomas.....	89
Supporting Documentation: CVs, Electronic Certificates, and Assessment Records	89
Curriculum Vitae (CV).....	89
Electronic Certificates.....	89
Assessment Records and Logbooks	89
Portfolio of Evidence (PoE)	90
Assessment and Moderation of Electrical Trade Theory N1–N6 (ICASS and Exams)	90
Internal Continuous Assessment (ICASS)	90
Integrated Summative Assessment Task (ISAT)	90
External Examinations.....	90
Report 191 and National N Diploma Application Process Details	91
Legal and Dispute Context: CCMA and Labour Court Cases Involving Tshingombe Tshitadi	92
PSIRA Complaint Records Relevant to Security or Site Access Issues	92
SAPS Documentation and Requirements for Student Records or Complaints	92
City Power Operational and Training Units: Metering, Test Branch, Customer Interface	93
Stakeholder Roles: TVET Colleges, Private Colleges (St Peace College), City Power, DHET, SAQA	93
Evidence Collection and Recordkeeping Best Practices for Portfolio Assessment	94
Recommendations and Implementation Plan for Curriculum Improvements	94
1. Strengthen Industry Partnerships.....	94
2. Update and Align Curricula	94
3. Enhance Assessment and Moderation Processes	95
4. Improve Documentation and Feedback Systems.....	95
5. Address Systemic Challenges	95
6. Monitor and Evaluate Outcomes.....	95
Conclusion	95
Appendix: Summary Tables	95
Table 3: NATED Engineering Qualification Structure and Requirements.....	95
Table 4: Assessment Components for Electrical Trade Theory N1–N6	96
Table 5: Key Stakeholders and Roles	96

Comprehensive DHET Transcript Synthesis and Visualization for Tshingombe Tshitadi: Engineering Student and Assessment Moderator

Introduction

The Department of Higher Education and Training (DHET) transcript record for Tshingombe Tshitadi, an engineering student and assessment moderator, encapsulates a complex interplay of learner identity, qualification pathways, assessment policies, regulatory compliance, and record-keeping protocols. This report provides a detailed synthesis and visualization of Tshitadi's

transcript, integrating all relevant South African Qualifications Authority (SAQA) identifiers, institutional codes, assessment and moderation policies, module and subject breakdowns, and compliance with national standards. The analysis is grounded in the latest DHET, SAQA, and regulatory documentation, ensuring traceability, clarity, and adherence to data privacy and verification requirements.

1. Learner Identity and SAQA Identifiers Verification

1.1. Learner Profile and Identifiers

The learner under review is **Tshingombe Tshitadi**, an engineering student and assessment moderator. The following identifiers are associated with the learner:

- **Learner Name:** Tshingombe Tshitadi
- **SAQA Asset ID:** 09121
- **SAQA Institution Code:** 30_39
- **Assessment Policy:** IE099
- **SAQA ID for Certificate in Advanced Phase Teaching:** 67q0
- **N1 SAQA ID:** 63375
- **Entrance ID:** 67491
- **Qualification Title:** National N Diploma Engineering
- **Qualification SAQA ID:** 90674
- **NQF Level:** 6
- **Learner IDs:** 2004007064381, 2100002023812

These identifiers are critical for ensuring the authenticity and traceability of the learner's academic and professional records. The use of multiple learner IDs necessitates careful cross-referencing to prevent duplicate records and ensure data integrity

.

1.2. SAQA and DHET Verification Processes

Verification of qualifications and learner records is conducted through the SAQA National Learners' Records Database (NLRD), which holds comprehensive records of all registered qualifications and part qualifications on the National Qualifications Framework (NQF)

. Employers, institutions, and individuals can request extracts or verification letters, ensuring that only registered and accredited qualifications are recognized. The process requires submission of certified identification and consent forms, with strict adherence to data privacy protocols.

2. DHET Transcript Submission and Processing Records

2.1. Submission Timeline and Status

The transcript submission and processing records for Tshingombe Tshitadi are as follows:

Learner Name	Submission Timestamp	Status
Tshitadi Tshingombe	2024-02-12 11:36	Submitted
Fiston Tshingombe	2023-06-03 09:56	Pending
Tshitadi Fiston Tshingombe	2023-03-11 13:45	Pending
Tshitadi Tshingombe	2023-01-16 13:31	Pending

- **Date Submitted to DHET:** 11/05/2023
- **Processing Date:** Unspecified
- **Timetable Reference:** /50111002

This record demonstrates a progression from pending to submitted status, with the most recent submission (2024-02-12) marked as completed. The presence of multiple similar names and IDs underscores the importance of robust duplicate record management and reconciliation protocols.

2.2. Institutional and Timetable References

The **SAQA institution code 30_39** and **timetable reference /50111002** are essential for verifying examination scheduling, subject clashes, and institutional record lookup. These references are used in all official documentation and must be included in any appeals or concession applications related to examination logistics.

3. Qualification Details and Pathways

3.1. National N Diploma Engineering (SAQA ID 90674 / NQF Level 6)

3.1.1. Qualification Overview

- **Qualification Title:** National N Diploma Engineering
- **SAQA Qualification ID:** 90674
- **NQF Level:** 6
- **Minimum Credits:** 360
- **Registration Status:** Passed the End Date (last enrolment: 2026-06-30; last achievement: 2029-06-30)
- **Quality Assurance Functionary:** QCTO (Occupational Qualifications Sub-framework)

The National N Diploma Engineering is designed to provide learners with technical, theoretical, and practical knowledge, enabling them to integrate into the engineering sector at entry or second-tier levels. The qualification is structured to allow progressive accumulation through N4, N5, and N6 certificates, followed by 18–24 months of practical workplace experience

3.1.2. Qualification Rules and Structure

To be awarded the National N Diploma Engineering, learners must complete:

- **N4 (0.33 year duration):** 40 credits
- **N5 (0.33 year duration):** 40 credits
- **N6 (0.33 year duration):** 40 credits
- **Practical Experience:** 24 months (240 credits)

Specialization areas include Engineering Studies N4–N6, with a focus on electrical, mechanical, and related disciplines.

3.1.3. Exit Level Outcomes

Graduates are expected to:

1. Understand and apply specific subject knowledge and skills in learning and/or work environments.
2. Apply relevant health and safety standards.
3. Adopt and apply occupational values.
4. Communicate effectively in various contexts.

These outcomes are assessed through a combination of formative and summative assessments, with integrated assessment ensuring the demonstration of applied competence

3.2. Advanced Certificate in Advanced Phase Teaching (SAQA ID 67q0)

The Advanced Certificate in Advanced Phase Teaching (SAQA ID 67q0) is a vocationally oriented qualification aimed at equipping teachers with specialized knowledge and pedagogical skills for the Senior Phase. Entry requires a recognized professional teaching qualification, and the program emphasizes continuous professional development, ICT competence, and inclusive education practices

3.3. N1 Certificate (SAQA ID 63375) and Entrance ID 67491

The N1 Certificate (SAQA ID 63375) serves as the foundational entry point for engineering studies, with Entrance ID 67491 marking the learner's initial registration for the qualification pathway. Successful completion of N1 is a prerequisite for progression to higher N-levels and ultimately the National N Diploma

4. Assessment Policy IE099 and Institutional Codes

4.1. Assessment Policy IE099

Assessment policy IE099 governs the design, implementation, and moderation of assessments within the institution (code 30_39). Key requirements include:

- **Alignment with SAQA and DHET guidelines**
- **Integration of formative and summative assessments**
- **Clear assessment plans and schedules**
- **Validity, reliability, and fairness in assessment practices**
- **Provision for appeals and re-assessment opportunities**
- **Secure record-keeping and data privacy compliance**

The policy mandates that all assessment documentation reference the institutional code and adhere to the prescribed standards for ICASS and ISAT assessments

4.2. Institutional Code 30_39

The institutional code is used in all official correspondence, assessment documentation, and transcript records. It ensures traceability and facilitates verification during audits, appeals, and external moderation processes.

5. ICASS Trimester Policies and Test Weightings for Engineering (Report 191)

5.1. ICASS Structure and Requirements

The **Internal Continuous Assessment (ICASS)** for Engineering Studies (Report 191) is structured as follows:

Component	Weighting
Test 1	30%
Test 2	70%
Minimum to Qualify	40%
Validity	1 year

- **Test 1:** Administered in weeks 2–4, covering at least the first 30% of the syllabus.
- **Test 2:** Administered in weeks 5–8, covering at least 75–80% of the syllabus.
- **Minimum ICASS Mark:** 40% required to qualify for the final exam.
- **Validity:** Marks are valid for one year (three examination cycles).

All ICASS and ISAT marks must be verified at the college, stored securely for six months, and submitted electronically in the prescribed format

5.2. Portfolio of Evidence (PoE) and Record-Keeping

Lecturers are responsible for maintaining the official Portfolio of Evidence, which includes:

- Marked test scripts
- Record sheets with marks
- Moderation documentation

Students are encouraged to keep personal copies of marked tests and verify their marks on college systems. PoE files must be available for monitoring, moderation, and verification, and failure to comply constitutes an irregularity

6. Examination Rules for Electrical Trade Theory N1 and N2 (2021)

6.1. Examination Structure and Cognitive Weighting

Examinations for Electrical Trade Theory N1 and N2 adhere to the following rules:

- **Syllabus Coverage:** 100%
- **Duration:** 3 hours
- **Pass Mark:** 40%
- **Closed Book:** No reference materials or electronic devices allowed
- **Cognitive Weighting:**
 - Knowledge: 60%
 - Understanding: 20%
 - Application: 15%
 - Evaluation: 5%

These rules ensure comprehensive assessment of theoretical knowledge, practical application, and higher-order cognitive skills

6.2. Mark Allocation and Presentation Expectations

- Calculations must be shown with all steps, including formula, substitution, and correct SI units.
- Drawings must be neat, fully labeled, and appropriately scaled.
- Mark allocations must be clearly indicated per question, and alternative correct answers must be credited.
- All calculations should be rounded to three decimal places.

7. Module Weight Values and Detailed Module Breakdown (Electrical Trade Theory)

7.1. Module Weighting Table

Module	Description	Weight Value (%)
Safety precautions	Electrical safety protocols	10
Fire fighting	Fire hazard management	5
Hand/power tools	Tool usage and safety	5
DC theory	Direct current principles	30
Conductors/insulators	Material properties	5
Wiring	Electrical wiring standards	25
Single-phase testing	Testing procedures	5
Magnetism/electromagnetism	Magnetic field applications	10
Renewable energies	Solar, wind, alternative sources	5
Total		100

This breakdown reflects the emphasis on core theoretical and practical competencies required for electrical trade professionals

.

7.2. Module Content and Learning Outcomes

Each module encompasses specific learning outcomes, such as:

- **Safety precautions:** Understanding and applying electrical safety standards (SANS 10142-1, IEC).
- **DC theory:** Mastery of direct current principles, calculations, and applications.
- **Wiring:** Adherence to national wiring codes and standards.
- **Renewable energies:** Integration of solar, wind, and alternative energy systems into electrical installations.

8. General Regulations and Standards Referenced

8.1. SANS 10142-1:2024 Edition 3.2

SANS 10142-1 is the national standard for electrical installations in South Africa, updated in 2024 to incorporate:

- Requirements for renewable energy systems (solar PV, battery storage)
- Enhanced earthing and bonding protocols
- Surge and arc fault protection
- Alignment with IEC standards for international compatibility

Compliance with SANS 10142-1 is mandatory for certification and legal operation of electrical installations

8.2. IEC and SI Standards

All symbols, measurements, and calculations must conform to IEC (International Electrotechnical Commission) and SI (International System of Units) standards, ensuring consistency and accuracy across assessments and practical work.

8.3. Calculations, Drawings, and Mark Allocation

- Calculations must be detailed and use current, realistic values.
- Drawings must be clear, labeled, and scaled appropriately.
- Mark allocation must reflect the complexity and importance of each task, with clear guidance for assessors and moderators.

9. N4–N6 Certificate Subjects and Subject Breakdowns

9.1. Subject Breakdown Table

Level	Subjects
N4	Mathematics, Engineering Science, Industrial Electronics

Level	Subjects
N5	Electro-technics, Digital Electronics, Power Machines
N6	Supervisory Management, Control Systems, Installation Rules, Specialised Electric Codes

This progression ensures a comprehensive foundation in both theoretical and applied engineering disciplines, preparing learners for advanced roles in the sector

9.2. Subject Content and Outcomes

- **Mathematics:** Advanced engineering mathematics, including calculus, algebra, and statistics.
- **Engineering Science:** Physics principles applied to engineering contexts.
- **Industrial Electronics:** Electronic components, circuits, and systems.
- **Electro-technics:** Electrical machines, transformers, and power systems.
- **Digital Electronics:** Logic circuits, microprocessors, and digital systems.
- **Power Machines:** Operation and maintenance of electrical machines.
- **Supervisory Management:** Leadership, project management, and workplace supervision.
- **Control Systems:** Automation, feedback, and process control.
- **Installation Rules:** National wiring codes and safety regulations.
- **Specialised Electric Codes:** Advanced regulatory compliance and best practices.

10. Assessment Moderation Role and Responsibilities

10.1. Internal Moderation

Internal moderators must:

- Be registered with the relevant ETQA and be subject matter experts.
- Conduct pre- and post-assessment moderation, reviewing assessment tasks for technical accuracy, content coverage, cognitive skills, and fairness.
- Moderate at least 10% of scripts, using green pen for transparency.
- Provide feedback to markers within two days and ensure consistency in marking.
- Submit detailed moderation reports and address any discrepancies or irregularities
- .

10.2. External Moderation

External moderation is conducted by DHET or designated quality assurance bodies, focusing on:

- Verification of assessment processes and outcomes
- Sampling of assessment evidence
- Ensuring national consistency and credibility of qualifications

11. Portfolio of Evidence (PoE) and Record-Keeping Requirements

11.1. PoE Structure and Content

The PoE must include:

- Lecturer's information (qualifications, SACE registration)
- Class registers, syllabus, work schedules, lesson plans
- Assessment schedules, instruments, and tools
- Evidence of pre- and post-assessment moderation
- Mark sheets and moderation reports
- Verification of marks on electronic systems
- Marked student scripts and artifacts

All documentation must be stored securely for the validity period of the marks and be available for monitoring, moderation, and verification

11.2. Record-Keeping Protocols

- Secure storage for six months post-assessment
- Retention of evidence for repeat candidates
- Destruction of records only after finalization of results
- Strict adherence to data privacy and consent requirements

12. Examination Procedures, Invigilation, Marking, and Moderation (DHET Guidelines)

12.1. Examination Preparation and Conduct

- Appointment and training of invigilators
- Secure handling of question papers and scripts
- Adherence to published timetables and concession protocols for subject clashes
- Immediate reporting and management of irregularities

12.2. Marking and Moderation

- Internal marking for N1 and NC(V) L2/L3; provincial/national marking for N2–N6

- Moderation of at least 10% of scripts
- Submission of marking and moderation reports within 48 hours
- Electronic submission of marks, validated and signed by the college principal

12.3. Appeals and Re-marking

- Re-marking handled by colleges for N1 and NC(V) L2/L3; by DHET for N2–N6
- Applications must include proof of deposit and supporting documentation
- Registers compiled for all re-marking and re-checking applications

13. Data Privacy, Consent, and Verification When Publishing Learner Records

13.1. Data Privacy and Consent

- All personal data (names, IDs, marks) must be processed in accordance with the Protection of Personal Information Act (POPIA) and DHET guidelines
- .
- Students must sign to acknowledge the correctness of their data before submission.
- Colleges must retain signed documents for dispute resolution.
- Only authorized personnel may access and process learner records.

13.2. Verification and Publication

- Verification of learner registration data is mandatory before submission to DHET.
- Unregistered students must complete a pro forma affidavit.
- DHET investigates and determines the release of results in cases of irregularities.

14. Assessment Moderator Role and Responsibilities

14.1. Moderator Registration and Competence

Assessment moderators must:

- Be registered with the relevant ETQA (e.g., MICT SETA, ETDP SETA)
- Demonstrate subject matter expertise and contextual knowledge
- Maintain up-to-date knowledge of assessment and moderation policies
- Participate in ongoing professional development and training

14.2. Moderation Practices

- Establish systems to standardize assessment and moderation
- Monitor consistency and accuracy of assessment records

- Provide support and guidance to assessors
- Liaise with external moderators and quality assurance bodies

15. Learner ID Cross-Referencing and Duplicate Records Management

15.1. Cross-Referencing Protocols

- All learner IDs must be verified against registration data to prevent duplication.
- Submission records must be matched with timestamps and institutional references.
- Duplicate records must be reconciled and consolidated to ensure data integrity.

15.2. Institutional Responsibilities

- Colleges are responsible for maintaining accurate and up-to-date learner records.
- Any discrepancies or irregularities must be reported and resolved promptly.

16. Transcript-Style Visual Representation

Below is a transcript-style visual representation of Tshingombe Tshitadi's record, integrating all key identifiers, qualification details, assessment policies, module and subject breakdowns, and submission records.

16.1. Transcript-Style Image

16.2. Transcript-Style Table

Field	Value
Learner Name	Tshingombe Tshitadi
SAQA Asset ID	09121
SAQA Institution Code	30_39
Assessment Policy	IE099
SAQA ID (Adv. Phase Teaching)	67q0
N1 SAQA ID	63375
Entrance ID	67491
Qualification Title	National N Diploma Engineering

Field	Value
Qualification SAQA ID	90674
NQF Level	6
Learner IDs	2004007064381, 2100002023812
Date Submitted to DHET	11/05/2023
Processing Date	Unspecified
Timetable Reference	/50111002
Submission Records	See Submission Table Below

Submission Records Table

Learner Name	Submission Timestamp	Status
Tshitadi Tshingombe	2024-02-12 11:36	Submitted
Fiston Tshingombe	2023-06-03 09:56	Pending
Tshitadi Fiston Tshingombe	2023-03-11 13:45	Pending
Tshitadi Tshingombe	2023-01-16 13:31	Pending

ICASS Assessment Table

Component	Weighting
Test 1	30%
Test 2	70%
Minimum to Qualify	40%
Validity	1 year

Electrical Trade Theory Module Weighting

Module	Description	Weight Value (%)
Safety precautions	Electrical safety protocols	10
Fire fighting	Fire hazard management	5
Hand/power tools	Tool usage and safety	5
DC theory	Direct current principles	30

Module	Description	Weight Value (%)
Conductors/insulators	Material properties	5
Wiring	Electrical wiring standards	25
Single-phase testing	Testing procedures	5
Magnetism/electromagnetism	Magnetic field applications	10
Renewable energies	Solar, wind, alternative sources	5

N4–N6 Subject Breakdown

Level	Subjects
N4	Mathematics, Engineering Science, Industrial Electronics
N5	Electro-technics, Digital Electronics, Power Machines
N6	Supervisory Management, Control Systems, Installation Rules, Specialised Electric Codes

17. Conclusion

The DHET transcript record for Tshingombe Tshitadi exemplifies the rigorous standards and comprehensive protocols governing engineering education and assessment in South Africa. Through meticulous verification of learner identity, adherence to national and international standards, robust assessment and moderation practices, and strict data privacy compliance, the integrity and credibility of the qualification pathway are maintained. The integration of detailed module and subject breakdowns, assessment policies, and submission records ensures transparency and traceability, supporting both academic progression and professional recognition.

As an assessment moderator, Tshingombe Tshitadi's role extends beyond personal academic achievement to encompass the facilitation of fair, valid, and reliable assessment practices within the institution. This report serves as a model for synthesizing and visualizing DHET transcript records, providing a template for best practices in record-keeping, compliance, and learner support in the South African post-school education and training sector.

18. References to Regulatory and Policy Frameworks

- DHET and SAQA official documentation and guidelines
- SANS 10142-1:2024 Edition 3.2 and IEC/SI standards
- POPIA and data privacy regulations
- ETDP SETA and MICT SETA assessment and moderation policies

This report provides a comprehensive, traceable, and policy-aligned synthesis and visualization of Tshingombe Tshitadi's DHET transcript record, suitable for institutional, regulatory, and professional review.

References

18

- [1www.gov.za](http://www.gov.za)
Verify qualifications - South African Government
- [2www.saqa.org.za](http://www.saqa.org.za)
Extract from the NLRD - SAQA
- [3regqs.saqa.org.za](http://regqs.saqa.org.za)
SAQA
- [4regqs.saqa.org.za](http://regqs.saqa.org.za)
SAQA
- [5icalcta.co.za](http://sicalcta.co.za)
Table of subjects Engineering | iCALC Training Academy
- [6etdpseta.org.za](http://etdpseta.org.za)
ETDQA Assessment and Moderation policy - ETD P SETA
- [7www.dhet.gov.za](http://www.dhet.gov.za)
Report 191 ICASS Guidelines - dh et.gov.za
- [8www.dhet.gov.za](http://www.dhet.gov.za)
Report 191 ICASS Guidelines - dh et.gov.za
- [9falsebaycollege.co.za](http://falsebaycollege.co.za)
Logbook | False Bay TVET College
- [10www.studocu.com](http://www.studocu.com)

POE 116361 - Structuring Your Portfolio of Evidence Guidelines

- [11www.studocu.com](http://www.studocu.com)

N2 Electrical Trade Theory - Studocu

- [12www.tdmi.co.za](http://www.tdmi.co.za)

Understanding SANS 10142-1:2024 — What Changed and How It Affects Your ...

- [13www.mict.org.za](http://www.mict.org.za)

Assessor and Moderator Registration - MICT SETA

- [14www.education.gov.za](http://www.education.gov.za)

GUIDELINES ON THE PROTECTION OF PERSONAL INFORMATION ACT FOR DEPARTMENT ...

- [15www.michalsons.com](http://www.michalsons.com)

POPIA Regulations in South Africa | Download and Guidance

- [16ia601406.us.archive.org](http://ia601406.us.archive.org)

ia601406.us.archive.org

- [17www.dhet.gov.za](http://www.dhet.gov.za)

Department of Higher Education and Training - Templates

- [18www.dhet.gov.za](http://www.dhet.gov.za)

Department of Higher Education and Training - TVET Calendars



Start a group

Invite friends to chat together with Copilot

Today

You said

I want to create an image. Ask me questions about the subject, setting, and style I want.

Copilot said

Perfect, Tshingombe — let's shape this together 🧩. To make sure the image comes out exactly how you envision it, I'll ask you three focused sets of questions:

1. Subject 🧑

- Who or what should be the main focus of the image?
- Do you want it to be realistic (like a person, animal, or object) or abstract (symbols, shapes, concepts)?
- Should it include multiple subjects or just one?

2. Setting 🌍

- Where should this subject be placed — natural environment, cityscape, futuristic world, classroom, factory floor, or something else?
- Do you want the background to be detailed or minimal?
- Should the setting feel grounded in reality or imaginative/fantastical?

3. Style 🎨

- Do you prefer a photographic look, a painting, a sketch, or digital art?
- Should the mood be bright and uplifting, dark and dramatic, or neutral and balanced?
- Any specific artistic influences you'd like (e.g., impressionist, cyberpunk, minimalist, surrealist)?

To make it easier, here are three quick example directions you could choose from or mix together:

- A futuristic classroom with holographic screens and students learning through augmented reality.
- A rural electrification scene showing solar panels powering a small village at sunset.
- An abstract compliance flowchart turned into digital art, blending standards and symbols into a surreal composition.

Which path feels closest to what you want, or do you want to define your own unique combination?

You said

[https___www.dhet.gov.za_Technical%20and%20Vocation.txt](https://www.dhet.gov.za/Technical%20and%20Vocation.txt)

Plain Text

Create a research report on image certificate award diploma , name tshingombe tshitafi nated ,saqa n diplomat

Copilot said

Okay, I've come up with a research plan.

Deep Research

Image-Based Certificate Design for SAQA NATED Diploma

Designing an Image-Based SAQA-Compliant Diploma Certificate for Tshingombe Tshitafi: Regulatory, Visual, and Metadata Considerations

Introduction

In South Africa, the design and issuance of formal certificates and diplomas are governed by a robust regulatory framework, primarily under the auspices of the South African Qualifications Authority (SAQA) and its National Qualifications Framework (NQF). This report explores the comprehensive design and regulatory context for an image-based certificate or award diploma for a fictional recipient, Tshingombe Tshitafi, with explicit reference to SAQA and NATED (National Accredited Technical Education Diploma) frameworks. The analysis integrates visual and textual elements that reflect compliance with South African qualification standards, focusing on the National Diploma structure, and addresses the use of such certificates in credentialing, portfolios, and audit traceability.

The report is structured to provide a detailed understanding of the policy context, qualification frameworks, visual and metadata conventions, legal and ethical considerations, and practical design guidance. It also includes a comparative table of typical certificate elements across SAQA-compliant diplomas and discusses security features, cultural motifs, and real-world case studies of credential misuse and verification. The aim is to offer a holistic, actionable blueprint for designing a compliant, secure, and culturally resonant diploma certificate.

1. SAQA Policy and Criteria for Registration of Qualifications

1.1 SAQA's Mandate and the NQF

The South African Qualifications Authority (SAQA) is the statutory body responsible for overseeing the development, registration, and quality assurance of qualifications and part-qualifications on the National Qualifications Framework (NQF). The NQF is a single, integrated system that classifies and registers national qualifications, facilitating access, mobility, and progression within education, training, and career paths

SAQA's core functions include:

- Registering qualifications and part-qualifications on the NQF.
- Maintaining the National Learners' Records Database (NLRD).
- Verifying qualifications through services like VeriSearch.
- Recognising professional bodies and designations.
- Ensuring public access to accurate qualification information
- .

1.2 Policy and Criteria for Registration

SAQA's "Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework" (as amended, 2022) sets out the requirements for qualification registration, including:

- Clear specification of learning outcomes (Exit Level Outcomes, or ELOs).
- Defined purpose and rationale.
- Minimum credits and NQF level.
- Articulation options (horizontal, vertical, diagonal).
- Recognition of Prior Learning (RPL) provisions.
- Associated assessment criteria and integrated assessment methods.
- International comparability and quality assurance mechanisms.

All registered qualifications are public property; only service and reproduction fees may be charged, and SAQA must be acknowledged as the source when material is reproduced or quoted

2. The National Qualifications Framework (NQF) and National Diploma Structure

2.1 NQF Levels and Sub-Frameworks

The NQF comprises ten levels, each representing increasing cognitive complexity and learning achievement. These levels are distributed across three sub-frameworks:

- **Higher Education Qualifications Sub-Framework (HEQSF):** Managed by the Council on Higher Education (CHE), covering NQF Levels 5–10.
- **General and Further Education and Training Qualifications Sub-Framework (GFETQSF):** Managed by Umalusi, covering NQF Levels 1–4.
- **Occupational Qualifications Sub-Framework (OQSF):** Managed by the Quality Council for Trades and Occupations (QCTO), covering occupational and vocational qualifications, including National Diplomas and National N Diplomas
- .

2.2 National Diploma vs. National N Diploma

National Diploma:

- Typically awarded at NQF Level 6.
- Academic in nature, regulated by CHE.
- Offered by universities of technology and some private institutions.
- Focuses on both theoretical and practical knowledge, often including work-integrated learning (WIL)
- .

National N Diploma:

- Also awarded at NQF Level 6.
- Occupationally driven, regulated by QCTO.
- Requires completion of N4, N5, and N6 certificates (each at NQF Level 5) plus 18–24 months of relevant work experience.
- Focuses on specific vocational or technical skills, with a strong workplace component
- .

Key Differences:

- Regulatory body (CHE vs. QCTO).
- Academic vs. occupational focus.
- Pathways to further study and employment.
- Structure and assessment methods.

2.3 NATED and DoE Frameworks

The National Accredited Technical Education Diploma (NATED) system, managed by the Department of Education (DoE), underpins the National N Diploma. It is designed to provide technical and vocational education through a sequence of N4, N5, and N6 certificates, culminating in the National N Diploma upon completion of required practical experience

3. Typical Metadata Fields and Identifiers on SAQA-Compliant Certificates

3.1 Essential Metadata Elements

SAQA-compliant certificates must include specific metadata fields to ensure traceability, auditability, and compliance. These typically include:

Field	Description
SAQA QUAL ID	Unique identifier assigned by SAQA
Qualification Title	Official title of the qualification
Originator	Institution or body that developed the qualification
NQF Sub-Framework	HEQSF, OQSF, or GFETQSF
Qualification Type	e.g., National Diploma, National N Diploma
Field	Organising field (e.g., Culture and Arts)
Subfield	e.g., Visual Arts, Design Studies
Minimum Credits	Total credits required (e.g., 360)
NQF Level	Level on the NQF (e.g., Level 6)
Registration Status	Registered, Reregistered, etc.
Registration Start/End Dates	Validity period of the qualification
Last Date for Enrolment	Final date for learner enrolment
Last Date for Achievement	Final date for learner achievement
Issuing Authority	Accredited institution, QCTO, CHE, or DoE
Certificate Number	Unique serial or certificate number for verification
Security Features	Watermarks, holograms, QR codes, etc.
Provider Accreditation	Statement of institutional and programme accreditation
Exit Level Outcomes	Key learning outcomes assessed
Credits	Total and per module/subject
RPL Statement	Recognition of Prior Learning provisions
Articulation Options	Pathways for further study or employment
Signatures and Seals	Authorised signatories and institutional seals

Table 1: Typical Metadata Fields on SAQA-Compliant Certificates

These metadata fields are critical for both physical and digital certificates, supporting verification, audit trails, and compliance with national and international standards (e.g., SANS 1878, ISO 19115 for metadata)

3.2 Metadata Standards

South African and international standards for educational records metadata include:

- **SANS 1878:** South African Metadata Standard for spatial and educational data.
- **ISO 19115:** International standard for metadata, including schema and terminology.
- **SANS 23081:** Records management processes—metadata for records.
- **SANS 15489:** Records management—general principles and guidelines.

These standards ensure that metadata is structured, reliable, and supports long-term preservation, retrieval, and auditability of educational records

4. Visual Design Conventions for Formal Diplomas and Certificates

4.1 Layout and Typography

Page Size and Orientation:

- Standard A4 (210 x 297 mm), portrait orientation is most common.
- Margins: Typically 20–25 mm on all sides to ensure clarity and prevent cropping during printing or framing

- .

Typography:

- Serif fonts (e.g., Times New Roman, Garamond) for formality and tradition.
- Sans-serif fonts (e.g., Arial, Helvetica) for modernity and clarity.
- Hierarchical font sizes: Largest for the recipient's name, followed by the qualification title, then supporting details.
- Use of bold and italics to emphasise key elements (e.g., recipient's name, qualification title)

- .

Text Placement and Hierarchy:

- Institution logo and/or national coat of arms at the top center or top left.
- Certificate title (“National N Diploma”, “Diploma in Art and Design”, etc.) prominently displayed.
- Recipient’s name centered and in a larger font.
- Qualification details, NQF level, SAQA ID, and credits below the recipient’s name.
- Issuing authority, signatures, and seals at the bottom.
- Unique certificate number and security features in a discrete location (often bottom right or left)
- .

Whitespace and Balance:

- Ample whitespace to avoid clutter and enhance readability.
- Symmetrical or asymmetrical optical balance, depending on design tradition.

4.2 Visual Motifs and Cultural Considerations

National Symbols:

- Use of the South African national coat of arms is strictly regulated; only government departments and authorised institutions may use it, and its use must comply with legal protections under the Trade Marks Act, Merchandise Marks Act, Heraldry Act, and Copyright Act
- .
- Institutional logos and seals are used to reinforce authenticity and brand identity.

Colours:

- Official institutional colours or those reflecting the national palette (green, gold, blue, red, black, white).
- Gold accents for prestige, blue for trust, green for growth, as per colour psychology in certificate design
- .

Borders and Decorative Elements:

- Ornate or minimalist borders, depending on institutional tradition.
- Subtle background patterns or watermarks for security and visual appeal.
- Use of filigree, geometric patterns, or motifs reflecting South African heritage (e.g., indigenous art, beadwork patterns) for cultural resonance.

Seals and Signatures:

- Embossed or foil-stamped institutional seals.
- Signatures of the head of institution and relevant department head, with printed names and titles.

4.3 Security and Anti-Fraud Features

To combat credential fraud, certificates incorporate:

- Watermarks (visible and invisible).
- Holograms or foil stamps.
- Microprinting and anti-copy backgrounds.
- Unique serial numbers or certificate numbers.
- QR codes linking to SAQA or institutional verification portals.
- Digital signatures for electronic certificates

- .

5. SAQA and NATED Frameworks: National N Diploma in Art and Design

5.1 Qualification Structure and Curriculum Alignment

The National N Diploma in Art and Design (SAQA QUAL ID: 66994) is structured as follows:

- **N4, N5, and N6 Certificates:** Each at NQF Level 5, focusing on technical, theoretical, and practical knowledge in art and design.
- **Practical Work Component:** 18–24 months of workplace experience, documented in a logbook or statement of work experience.
- **Total Credits:** 360 (typically 60 per N-level plus 180 for practical experience).
- **Exit Level Outcomes:** Technical proficiency, workplace readiness, and applied competence in art and design disciplines

- .

Compulsory Subjects:

- Drawing N6
- Graphic Design N6
- Painting N6

Optional Subjects (choose two or more):

- Three-Dimensional Studies N6
- Ceramics N6
- Textile Design/Fibre Art N6

- Photography N6
- Jewellery Design and Manufacturing N6

Workplace Competencies:

- Documented through a logbook, covering skills such as spatial illusion, perspective, thematic development, campaign design, applied techniques, computer graphics, and more
- .

5.2 Textual Elements on the Certificate

Typical textual elements on a SAQA-compliant National N Diploma include:

- Full qualification title and SAQA QUAL ID.
- Recipient's full legal name and ID number.
- Statement of successful completion of all academic and practical requirements.
- NQF level and total credits.
- List of compulsory and elective subjects (or a reference to an attached transcript).
- Date of award.
- Issuing authority and accreditation statement.
- Unique certificate number.
- Signatures and institutional seal.
- Security and verification features (e.g., QR code, watermark).

Sample Wording:

“This is to certify that Tshingombe Tshitafi, having fulfilled all the requirements prescribed by the Department of Education and the Quality Council for Trades and Occupations, has been awarded the National N Diploma: Art and Design (SAQA QUAL ID: 66994, NQF Level 6, 360 Credits) on this day, [Date].”

6. Legal and Ethical Considerations

6.1 Public Property and Reproduction

All qualifications and part-qualifications registered on the NQF are public property. It is illegal to sell qualification material for profit; only service and reproduction fees may be charged. When reproducing or quoting qualification material, SAQA must be acknowledged as the source

.

6.2 Use of National Symbols

The national coat of arms and related emblems are protected by multiple acts:

- **Trade Marks Act:** Prohibits unauthorised registration or use.
- **Merchandise Marks Act:** Prohibits unauthorised commercial use.
- **Heraldry Act:** Criminalises unauthorised use or ridicule.
- **Copyright Act:** Protects the artistic work of the coat of arms.

Only authorised entities may use these symbols, and misuse can result in fines or imprisonment

.

6.3 Credential Verification and Audit Traceability

SAQA's VeriSearch and the NLRD provide mechanisms for verifying the authenticity of qualifications. Employers, institutions, and individuals can request verification, which returns a "found" or "not found" result for the queried qualification, institution, and date

.

Certificates must be designed to facilitate audit trails, including:

- Unique certificate numbers.
- Metadata capture (date of issue, issuer, recipient, qualification details).
- Digital records and retention in accordance with SANS/ISO standards and National Archives requirements
- .

6.4 Penalties for Fraud

The NQF Amendment Act (No. 12 of 2019) criminalises qualification fraud, with penalties including fines and imprisonment for up to five years. Institutions must be registered and accredited to offer NQF-registered qualifications; offering or claiming unregistered qualifications is a criminal offence

.

7. Credentialing, Portfolio Inclusion, and Recognition of Prior Learning (RPL)

7.1 Use in Portfolios and Credentialing

Formal certificates and diplomas are essential components of professional portfolios, serving as evidence of qualifications for employment, further study, and professional registration. Portfolios may include:

- Certified copies of diplomas and certificates.
- Academic transcripts and statements of results.
- Letters of reference and work experience logbooks.
- Evidence of RPL, where applicable
- .

7.2 Recognition of Prior Learning (RPL)

RPL allows individuals to gain access to qualifications or receive credits for prior learning and experience. Certificates awarded through RPL must be indistinguishable from those awarded via conventional routes, ensuring fairness and compliance with SAQA policy

.

7.3 Record-Keeping and Retention

Institutions must maintain digital and physical records of issued certificates, including metadata for audit trails. Retention practices are governed by the National Archives and Records Service of South Africa Act and SANS 15489, ensuring long-term accessibility and authenticity

.

8. Security and Anti-Fraud Features

8.1 Common Security Features

To prevent forgery and tampering, South African diplomas incorporate:

- **Watermarks:** Embedded in the paper or digital background.
- **Holograms:** Foil-stamped or embedded for visual authentication.
- **Microprinting:** Tiny text or patterns not easily reproduced.
- **QR Codes:** Linking to SAQA or institutional verification portals.
- **Unique Serial Numbers:** For tracking and verification.
- **Digital Signatures:** For electronic certificates.
- **Anti-copy Backgrounds:** Patterns that distort when photocopied.

These features are essential for maintaining the integrity of qualifications and supporting verification workflows

.

8.2 Verification Workflows

Verification typically involves:

- Submission of a verification request to SAQA or the issuing institution.
- Cross-checking the certificate number, recipient details, and qualification metadata against the NLRD.
- Issuance of a verification letter or digital confirmation.

Institutions must ensure that their certificates are designed to facilitate efficient verification and auditability

9. Design Motifs and Cultural Considerations

9.1 National and Institutional Identity

Diploma certificates serve as extensions of institutional and national identity. Design elements should:

- Reflect the institution's brand (logo, colours, typography).
- Incorporate national symbols where authorised.
- Use motifs and patterns that resonate with South African heritage (e.g., indigenous art, beadwork, geometric patterns)

• .

9.2 Colour and Symbolism

- **Gold:** Excellence and achievement.
- **Blue:** Trust and authority.
- **Green:** Growth and renewal.
- **Red/Black/White:** Elements of the national flag, representing unity and diversity.

9.3 Layout Conventions

- Central placement of the recipient's name and qualification.
- Prominent display of institutional and national symbols.
- Balanced use of whitespace and decorative borders.
- Clear hierarchy of information for readability and prestige

• .

10. Practical Layout Mockup Guidance

10.1 Page Size and Margins

- **Size:** A4 (210 x 297 mm), portrait orientation.

- **Margins:** 20–25 mm on all sides.

10.2 Hierarchy and Placement

- **Top:** Institutional logo and/or national coat of arms (if authorised).
- **Below Logo:** Certificate title (e.g., “National N Diploma”).
- **Center:** Recipient’s name in large, bold font.
- **Below Name:** Qualification details (title, SAQA QUAL ID, NQF level, credits).
- **Lower Section:** Date of award, issuing authority, accreditation statement.
- **Bottom:** Signatures, institutional seal, unique certificate number, QR code.

10.3 Signature Placement

- Two or more authorised signatures, typically at the bottom left and right.
- Printed names and titles below each signature line.

10.4 Security Features

- Watermark or anti-copy background throughout.
- Hologram or foil stamp near the institutional seal.
- QR code and certificate number at the bottom right.

Visual Description: Imagine a crisp, white A4 certificate with a gold-embossed institutional logo at the top center, followed by the bold title “National N Diploma: Art and Design.” The recipient’s name, “Tshingombe Tshitafi,” is centered in an elegant serif font, larger than any other text. Below, the qualification details are listed: “SAQA QUAL ID: 66994 | NQF Level 6 | 360 Credits.” The left and right lower corners feature the signatures of the principal and registrar, with the institutional seal embossed between them. A QR code and unique certificate number are discreetly placed at the bottom right, and a subtle watermark of the institution’s crest is visible when held to the light. The border is adorned with a geometric pattern inspired by South African beadwork, rendered in the institution’s official colours.

11. Issuing Authority Statements and Accreditation Wording

11.1 Accreditation Statements

Typical wording for accreditation and issuing authority includes:

“This qualification is registered on the National Qualifications Framework by the South African Qualifications Authority (SAQA) and quality assured by the Quality Council for Trades and Occupations (QCTO). The issuing institution is accredited by the Department of Higher Education and Training.”

11.2 Reference to SAQA, QCTO, CHE, and Provider Accreditation

- **SAQA:** “Registered on the NQF by SAQA (SAQA QUAL ID: 66994).”
- **QCTO:** “Quality assured by the Quality Council for Trades and Occupations (QCTO).”
- **CHE:** For academic diplomas, “Accredited by the Council on Higher Education (CHE).”
- **Provider:** “Issued by [Institution Name], an accredited provider under the Department of Higher Education and Training.”

12. Record-Keeping and Retention Practices

12.1 Institutional Responsibilities

Institutions must:

- Maintain digital and physical records of all issued certificates.
- Capture and store metadata for each certificate (recipient, qualification, date, certificate number, etc.).
- Ensure records are retained in accordance with the National Archives and Records Service of South Africa Act and SANS 15489.
- Facilitate retrieval and verification for audit and legal purposes
- .

12.2 Digital Records and Metadata

- Use of electronic records management systems (ERMS) with metadata schemas aligned to SANS 23081 and SANS 1878.
- Regular backups and secure storage to prevent loss or tampering.
- Audit trails for all record creation, modification, and access events.

13. Case Studies: Diploma Misuse, Fraud, and SAQA Enforcement

13.1 Common Forms of Misuse and Fraud

- Forgery of certificates using desktop publishing tools.
- Alteration of recipient names, qualification titles, or dates.
- Use of unaccredited or unregistered provider names.
- Presentation of certificates without corresponding NLRD records.

13.2 SAQA Enforcement Actions

SAQA, in collaboration with law enforcement and regulatory bodies, has prosecuted cases of qualification fraud, resulting in fines, imprisonment, and closure of fraudulent institutions. The NQF Amendment Act empowers SAQA to enforce compliance and protect the integrity of the NQF

13.3 Verification and Prevention

- Mandatory verification of qualifications for employment and further study.
- Public awareness campaigns (“Check Your Qualification”).
- Adoption of blockchain and digital credentialing technologies for tamper-proof records
- .

14. Comparative Table: Typical Certificate Elements Across SAQA-Compliant Diplomas

Element	Description
Qualification Type	Diploma, National Diploma, National N Diploma
NQF Level	Level 6 (for National Diploma/National N Diploma)
Total Credits	240 or 360
Minimum Credits at Level 6	120
Designator	Not applicable (for diplomas)
Qualifier	Specific field (e.g., Art and Design); max two
Abbreviation	Dip (Art and Design), Dip (Management) (Finance)
Admission Requirement	NSC or NC(V) with appropriate subjects; or Higher/Advanced Certificate
Progression	Advanced Diploma or Bachelor’s Degree
Work-Integrated Learning (WIL)	Included in 360-credit variant; optional in 240-credit variant
Issuing Authority	Accredited institution; CHE and SAQA or QCTO oversight
Qualification ID	Registered on NQF via SAQA
Transcript Metadata	Institution name, provider registration number, qualification title, NQF level, credits, module details
Security Features	Qualification ID, NQF level, provider registration, NLRD record, watermark, hologram, QR code
Use in Credentialing	Employment, further study, RPL, portfolios
Accreditation Statement	Reference to SAQA, QCTO, CHE, and provider accreditation
Signatures and Seals	Authorised signatories and institutional seals
Date of Award	Official date of qualification conferment
Certificate Number	Unique identifier for verification and audit

Table 2: Comparison of Certificate Elements Across SAQA-Compliant Diplomas

15. Sample Visual and Textual Layout Description

Header:

- Institutional logo (top left), national coat of arms (top center, if authorised).
- “National N Diploma: Art and Design” (centered, bold, large font).

Body:

- “This is to certify that” (smaller font, centered).
- “Tshingombe Tshitafi” (recipient’s name, largest font, bold, centered).
- “Has fulfilled all the requirements prescribed by the Department of Education and the Quality Council for Trades and Occupations and is hereby awarded the National N Diploma: Art and Design (SAQA QUAL ID: 66994, NQF Level 6, 360 Credits).”
- “Date of Award: [Date]”
- “Certificate Number: [Unique Serial Number]”
- “This qualification is registered on the National Qualifications Framework by the South African Qualifications Authority (SAQA) and quality assured by the Quality Council for Trades and Occupations (QCTO).”

Footer:

- Signatures of principal and registrar (bottom left and right).
- Institutional seal (centered between signatures).
- QR code (bottom right).
- Watermark of institutional crest (background).

Security Features:

- Microprinting in the border.
- Hologram adjacent to the institutional seal.
- Anti-copy background pattern.

16. Conclusion

Designing an image-based certificate or award diploma for Tshingombe Tshitafi, compliant with SAQA and NATED frameworks, requires meticulous attention to regulatory, visual, and metadata standards. The certificate must encapsulate the integrity, authenticity, and prestige of the qualification, while facilitating verification, auditability, and cultural resonance. By adhering to SAQA’s policy and criteria, incorporating robust metadata and security features, and respecting legal and ethical constraints, institutions can issue diplomas that are both credible and meaningful in the South African and global context.

The guidance and comparative analysis provided in this report serve as a comprehensive blueprint for institutions, designers, and policymakers tasked with the creation and management of formal educational credentials in South Africa.

Key Takeaways:

- **Compliance:** Certificates must align with SAQA, NQF, and QCTO/CHE frameworks, including all required metadata and accreditation statements.
- **Design:** Visual motifs, layout conventions, and security features must reinforce authenticity and institutional/national identity.
- **Verification:** Integration with SAQA's NLRD and VeriSearch is essential for audit traceability and fraud prevention.
- **Legal/Ethical:** Use of national symbols and reproduction of qualification material is strictly regulated; all qualifications are public property.
- **Portfolio Use:** Certificates are central to professional portfolios, RPL, and lifelong learning pathways.

By following these principles, the diploma certificate for Tshingombe Tshitafi will not only meet regulatory requirements but also stand as a proud testament to achievement and capability within the South African education and training landscape.

References

22

- [1www.saqa.org.za](http://www.saqa.org.za)
SAQA NQF BOOKLET
- [2www.saqa.org.za](http://www.saqa.org.za)
SAQA Verifications Service
- [3reggs.saqa.org.za](http://reggs.saqa.org.za)
SAQA
- [4www.che.ac.za](http://www.che.ac.za)
THE HIGHER EDUCATION QUALIFICATIONS
- [5www.regenesys.net](http://www.regenesys.net)
National Diploma and National N Diploma NQF Level Explained - RegInsights

- 6icm-sa.org.za

National N Diploma: Art and Design – Institute of Commerce and ...

- 7www.genieai.co

Course Completion Certificate For Diploma Template for

- 8iaiasa.co.za

DEPARTMENT OF AGRICULTURE, LAND REFORM AND RURAL
DEVELOPMENT NO. 3128 ...

- 9www.nationalarchives.gov.za

NARS_DMLIB-#4722-v4-Managing electronic records metadata requirements

- 10macskillsdevelopment.com

MacSkills Training & Development Institute - Metadata for Records ...

- 11www.slideshare.net

Page layout conventions | PPTX | Desktop Publishing - SlideShare

- 12certifier.io

Best 12 University Diploma Templates to Inspire - Certifier

- 13fastercapital.com

Certificate design tools: Mastering Certificate Design: Top Tools and ...

- 14www.gcis.gov.za

3. Design of the national Coat of Arms - gcis.gov.za

- 15www.gov.za

Protection of the national Coat of Arms - South African Government

- 16www.a1securityprint.com

Certificate Printing - Secure Official Certificates - A1 Security Print

- 17www.saqa.org.za

The Role of SAQA in Partnering with Social Networks to Eliminate ...

- 18verisearch.saqa.org.za

SAQA Verifications Service

- 19forms24.co.za

SAQA Verification – Forms24

- 20www.vukuzenzele.gov.za

Qualification fraudsters could find themselves behind bars

- 21www.sace.org.za

SOUTH AFRICAN COUNCIL FOR EDUCATORS - SACE

- 22www.saqa.org.za

National Policy and Criteria for the Implementation of ... - SAQA

You said

Create an image of , award degree diploma saqa n diplomat student name : tshingombe tshitadi , engineering electrical

Copilot said

want to create an image. Ask me questions about the subject, setting, and style I want.

Copilot said

Perfect, Tshingombe — let's shape this together 🌀. To make sure the image comes out exactly how you envision it, I'll ask you three focused sets of questions:

1. Subject 🧑

- Who or what should be the main focus of the image?
- Do you want it to be realistic (like a person, animal, or object) or abstract (symbols, shapes, concepts)?
- Should it include multiple subjects or just one?

2. Setting 🌐

- Where should this subject be placed — natural environment, cityscape, futuristic world, classroom, factory floor, or something else?
- Do you want the background to be detailed or minimal?
- Should the setting feel grounded in reality or imaginative/fantastical?

3. Style 🌀

- Do you prefer a photographic look, a painting, a sketch, or digital art?
- Should the mood be bright and uplifting, dark and dramatic, or neutral and balanced?
- Any specific artistic influences you'd like (e.g., impressionist, cyberpunk, minimalist, surrealist)?

To make it easier, here are three quick example directions you could choose from or mix together:

- A futuristic classroom with holographic screens and students learning through augmented reality.
- A rural electrification scene showing solar panels powering a small village at sunset.
- An abstract compliance flowchart turned into digital art, blending standards and symbols into a surreal composition.

Which path feels closest to what you want, or do you want to define your own unique combination?

You said

[https___www.dhet.gov.za_Technical%20and%20Vocation.txt](https://www.dhet.gov.za_Technical%20and%20Vocation.txt)

Plain Text

Create a research report on image certificate award diploma , name tshingombe tshitafi nated ,saqa n diplomat

Copilot said

Okay, I've come up with a research plan.

Deep Research

Image-Based Certificate Design for SAQA NATED Diploma

Designing an Image-Based SAQA-Compliant Diploma Certificate for Tshingombe Tshitafi:

Regulatory, Visual, and Metadata Considerations

Introduction

In South Africa, the design and issuance of formal certificates and diplomas are governed by a robust regulatory framework, primarily under the auspices of the South African Qualifications Authority (SAQA) and its National Qualifications Framework (NQF). This report explores the comprehensive design and regulatory context for an image-based certificate or award diploma for a fictional recipient, Tshingombe Tshitafi, with explicit reference to SAQA and NATED (National Accredited Technical Education Diploma) frameworks. The analysis integrates visual and textual elements that reflect compliance with South African qualification standards, focusing on the National Diploma structure, and addresses the use of such certificates in credentialing, portfolios, and audit traceability.

The report is structured to provide a detailed understanding of the policy context, qualification frameworks, visual and metadata conventions, legal and ethical considerations, and practical design guidance. It also includes a comparative table of typical certificate elements across SAQA-compliant diplomas and discusses security features, cultural motifs, and real-world case studies of credential misuse and verification. The aim is to offer a holistic, actionable blueprint for designing a compliant, secure, and culturally resonant diploma certificate.

1. SAQA Policy and Criteria for Registration of Qualifications

1.1 SAQA's Mandate and the NQF

The South African Qualifications Authority (SAQA) is the statutory body responsible for overseeing the development, registration, and quality assurance of qualifications and part-qualifications on the National Qualifications Framework (NQF). The NQF is a single, integrated system that classifies and registers national qualifications, facilitating access, mobility, and progression within education, training, and career paths

.

SAQA's core functions include:

- Registering qualifications and part-qualifications on the NQF.
- Maintaining the National Learners' Records Database (NLRD).
- Verifying qualifications through services like VeriSearch.
- Recognising professional bodies and designations.
- Ensuring public access to accurate qualification information

• .

1.2 Policy and Criteria for Registration

SAQA's "Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework" (as amended, 2022) sets out the requirements for qualification registration, including:

- Clear specification of learning outcomes (Exit Level Outcomes, or ELOs).
- Defined purpose and rationale.
- Minimum credits and NQF level.
- Articulation options (horizontal, vertical, diagonal).
- Recognition of Prior Learning (RPL) provisions.
- Associated assessment criteria and integrated assessment methods.
- International comparability and quality assurance mechanisms.

All registered qualifications are public property; only service and reproduction fees may be charged, and SAQA must be acknowledged as the source when material is reproduced or quoted

.

2. The National Qualifications Framework (NQF) and National Diploma Structure

2.1 NQF Levels and Sub-Frameworks

The NQF comprises ten levels, each representing increasing cognitive complexity and learning achievement. These levels are distributed across three sub-frameworks:

- **Higher Education Qualifications Sub-Framework (HEQSF):** Managed by the Council on Higher Education (CHE), covering NQF Levels 5–10.
- **General and Further Education and Training Qualifications Sub-Framework (GFETQSF):** Managed by Umalusi, covering NQF Levels 1–4.
- **Occupational Qualifications Sub-Framework (OQSF):** Managed by the Quality Council for Trades and Occupations (QCTO), covering occupational and vocational qualifications, including National Diplomas and National N Diplomas

• .

2.2 National Diploma vs. National N Diploma

National Diploma:

- Typically awarded at NQF Level 6.
- Academic in nature, regulated by CHE.

- Offered by universities of technology and some private institutions.
- Focuses on both theoretical and practical knowledge, often including work-integrated learning (WIL)

• .

National N Diploma:

- Also awarded at NQF Level 6.
- Occupationally driven, regulated by QCTO.
- Requires completion of N4, N5, and N6 certificates (each at NQF Level 5) plus 18–24 months of relevant work experience.
- Focuses on specific vocational or technical skills, with a strong workplace component

• .

Key Differences:

- Regulatory body (CHE vs. QCTO).
- Academic vs. occupational focus.
- Pathways to further study and employment.
- Structure and assessment methods.

2.3 NATED and DoE Frameworks

The National Accredited Technical Education Diploma (NATED) system, managed by the Department of Education (DoE), underpins the National N Diploma. It is designed to provide technical and vocational education through a sequence of N4, N5, and N6 certificates, culminating in the National N Diploma upon completion of required practical experience

.

3. Typical Metadata Fields and Identifiers on SAQA-Compliant Certificates

3.1 Essential Metadata Elements

SAQA-compliant certificates must include specific metadata fields to ensure traceability, auditability, and compliance. These typically include:

Field	Description
SAQA QUAL ID	Unique identifier assigned by SAQA

Field	Description
Qualification Title	Official title of the qualification
Originator	Institution or body that developed the qualification
NQF Sub-Framework	HEQSF, OQSF, or GFETQSF
Qualification Type	e.g., National Diploma, National N Diploma
Field	Organising field (e.g., Culture and Arts)
Subfield	e.g., Visual Arts, Design Studies
Minimum Credits	Total credits required (e.g., 360)
NQF Level	Level on the NQF (e.g., Level 6)
Registration Status	Registered, Reregistered, etc.
Registration Start/End Dates	Validity period of the qualification
Last Date for Enrolment	Final date for learner enrolment
Last Date for Achievement	Final date for learner achievement
Issuing Authority	Accredited institution, QCTO, CHE, or DoE
Certificate Number	Unique serial or certificate number for verification
Security Features	Watermarks, holograms, QR codes, etc.
Provider Accreditation	Statement of institutional and programme accreditation
Exit Level Outcomes	Key learning outcomes assessed
Credits	Total and per module/subject
RPL Statement	Recognition of Prior Learning provisions
Articulation Options	Pathways for further study or employment
Signatures and Seals	Authorised signatories and institutional seals

Table 1: Typical Metadata Fields on SAQA-Compliant Certificates

These metadata fields are critical for both physical and digital certificates, supporting verification, audit trails, and compliance with national and international standards (e.g., SANS 1878, ISO 19115 for metadata)

3.2 Metadata Standards

South African and international standards for educational records metadata include:

- **SANS 1878:** South African Metadata Standard for spatial and educational data.
- **ISO 19115:** International standard for metadata, including schema and terminology.
- **SANS 23081:** Records management processes—metadata for records.
- **SANS 15489:** Records management—general principles and guidelines.

These standards ensure that metadata is structured, reliable, and supports long-term preservation, retrieval, and auditability of educational records

4. Visual Design Conventions for Formal Diplomas and Certificates

4.1 Layout and Typography

Page Size and Orientation:

- Standard A4 (210 x 297 mm), portrait orientation is most common.
- Margins: Typically 20–25 mm on all sides to ensure clarity and prevent cropping during printing or framing

- .

Typography:

- Serif fonts (e.g., Times New Roman, Garamond) for formality and tradition.
- Sans-serif fonts (e.g., Arial, Helvetica) for modernity and clarity.
- Hierarchical font sizes: Largest for the recipient’s name, followed by the qualification title, then supporting details.
- Use of bold and italics to emphasise key elements (e.g., recipient’s name, qualification title)

- .

Text Placement and Hierarchy:

- Institution logo and/or national coat of arms at the top center or top left.
- Certificate title (“National N Diploma”, “Diploma in Art and Design”, etc.) prominently displayed.

- Recipient's name centered and in a larger font.
- Qualification details, NQF level, SAQA ID, and credits below the recipient's name.
- Issuing authority, signatures, and seals at the bottom.
- Unique certificate number and security features in a discrete location (often bottom right or left)
- .

Whitespace and Balance:

- Ample whitespace to avoid clutter and enhance readability.
- Symmetrical or asymmetrical optical balance, depending on design tradition.

4.2 Visual Motifs and Cultural Considerations

National Symbols:

- Use of the South African national coat of arms is strictly regulated; only government departments and authorised institutions may use it, and its use must comply with legal protections under the Trade Marks Act, Merchandise Marks Act, Heraldry Act, and Copyright Act
- .
- Institutional logos and seals are used to reinforce authenticity and brand identity.

Colours:

- Official institutional colours or those reflecting the national palette (green, gold, blue, red, black, white).
- Gold accents for prestige, blue for trust, green for growth, as per colour psychology in certificate design
- .

Borders and Decorative Elements:

- Ornate or minimalist borders, depending on institutional tradition.
- Subtle background patterns or watermarks for security and visual appeal.
- Use of filigree, geometric patterns, or motifs reflecting South African heritage (e.g., indigenous art, beadwork patterns) for cultural resonance.

Seals and Signatures:

- Embossed or foil-stamped institutional seals.
- Signatures of the head of institution and relevant department head, with printed names and titles.

4.3 Security and Anti-Fraud Features

To combat credential fraud, certificates incorporate:

- Watermarks (visible and invisible).
- Holograms or foil stamps.
- Microprinting and anti-copy backgrounds.
- Unique serial numbers or certificate numbers.
- QR codes linking to SAQA or institutional verification portals.
- Digital signatures for electronic certificates

- .

5. SAQA and NATED Frameworks: National N Diploma in Art and Design

5.1 Qualification Structure and Curriculum Alignment

The National N Diploma in Art and Design (SAQA QUAL ID: 66994) is structured as follows:

- **N4, N5, and N6 Certificates:** Each at NQF Level 5, focusing on technical, theoretical, and practical knowledge in art and design.
- **Practical Work Component:** 18–24 months of workplace experience, documented in a logbook or statement of work experience.
- **Total Credits:** 360 (typically 60 per N-level plus 180 for practical experience).
- **Exit Level Outcomes:** Technical proficiency, workplace readiness, and applied competence in art and design disciplines

- .

Compulsory Subjects:

- Drawing N6
- Graphic Design N6
- Painting N6

Optional Subjects (choose two or more):

- Three-Dimensional Studies N6
- Ceramics N6
- Textile Design/Fibre Art N6
- Photography N6
- Jewellery Design and Manufacturing N6

Workplace Competencies:

- Documented through a logbook, covering skills such as spatial illusion, perspective, thematic development, campaign design, applied techniques, computer graphics, and more
- .

5.2 Textual Elements on the Certificate

Typical textual elements on a SAQA-compliant National N Diploma include:

- Full qualification title and SAQA QUAL ID.
- Recipient's full legal name and ID number.
- Statement of successful completion of all academic and practical requirements.
- NQF level and total credits.
- List of compulsory and elective subjects (or a reference to an attached transcript).
- Date of award.
- Issuing authority and accreditation statement.
- Unique certificate number.
- Signatures and institutional seal.
- Security and verification features (e.g., QR code, watermark).

Sample Wording:

“This is to certify that Tshingombe Tshitafi, having fulfilled all the requirements prescribed by the Department of Education and the Quality Council for Trades and Occupations, has been awarded the National N Diploma: Art and Design (SAQA QUAL ID: 66994, NQF Level 6, 360 Credits) on this day, [Date].”

6. Legal and Ethical Considerations

6.1 Public Property and Reproduction

All qualifications and part-qualifications registered on the NQF are public property. It is illegal to sell qualification material for profit; only service and reproduction fees may be charged. When reproducing or quoting qualification material, SAQA must be acknowledged as the source

.

6.2 Use of National Symbols

The national coat of arms and related emblems are protected by multiple acts:

- **Trade Marks Act:** Prohibits unauthorised registration or use.
- **Merchandise Marks Act:** Prohibits unauthorised commercial use.
- **Heraldry Act:** Criminalises unauthorised use or ridicule.

- **Copyright Act:** Protects the artistic work of the coat of arms.

Only authorised entities may use these symbols, and misuse can result in fines or imprisonment

.

6.3 Credential Verification and Audit Traceability

SAQA's VeriSearch and the NLRD provide mechanisms for verifying the authenticity of qualifications. Employers, institutions, and individuals can request verification, which returns a "found" or "not found" result for the queried qualification, institution, and date

.

Certificates must be designed to facilitate audit trails, including:

- Unique certificate numbers.
- Metadata capture (date of issue, issuer, recipient, qualification details).
- Digital records and retention in accordance with SANS/ISO standards and National Archives requirements
- .

6.4 Penalties for Fraud

The NQF Amendment Act (No. 12 of 2019) criminalises qualification fraud, with penalties including fines and imprisonment for up to five years. Institutions must be registered and accredited to offer NQF-registered qualifications; offering or claiming unregistered qualifications is a criminal offence

.

7. Credentialing, Portfolio Inclusion, and Recognition of Prior Learning (RPL)

7.1 Use in Portfolios and Credentialing

Formal certificates and diplomas are essential components of professional portfolios, serving as evidence of qualifications for employment, further study, and professional registration. Portfolios may include:

- Certified copies of diplomas and certificates.
- Academic transcripts and statements of results.
- Letters of reference and work experience logbooks.
- Evidence of RPL, where applicable

- .

7.2 Recognition of Prior Learning (RPL)

RPL allows individuals to gain access to qualifications or receive credits for prior learning and experience. Certificates awarded through RPL must be indistinguishable from those awarded via conventional routes, ensuring fairness and compliance with SAQA policy

.

7.3 Record-Keeping and Retention

Institutions must maintain digital and physical records of issued certificates, including metadata for audit trails. Retention practices are governed by the National Archives and Records Service of South Africa Act and SANS 15489, ensuring long-term accessibility and authenticity

.

8. Security and Anti-Fraud Features

8.1 Common Security Features

To prevent forgery and tampering, South African diplomas incorporate:

- **Watermarks:** Embedded in the paper or digital background.
- **Holograms:** Foil-stamped or embedded for visual authentication.
- **Microprinting:** Tiny text or patterns not easily reproduced.
- **QR Codes:** Linking to SAQA or institutional verification portals.
- **Unique Serial Numbers:** For tracking and verification.
- **Digital Signatures:** For electronic certificates.
- **Anti-copy Backgrounds:** Patterns that distort when photocopied.

These features are essential for maintaining the integrity of qualifications and supporting verification workflows

.

8.2 Verification Workflows

Verification typically involves:

- Submission of a verification request to SAQA or the issuing institution.
- Cross-checking the certificate number, recipient details, and qualification metadata against the NLRD.
- Issuance of a verification letter or digital confirmation.

Institutions must ensure that their certificates are designed to facilitate efficient verification and auditability

9. Design Motifs and Cultural Considerations

9.1 National and Institutional Identity

Diploma certificates serve as extensions of institutional and national identity. Design elements should:

- Reflect the institution's brand (logo, colours, typography).
- Incorporate national symbols where authorised.
- Use motifs and patterns that resonate with South African heritage (e.g., indigenous art, beadwork, geometric patterns)
- .

9.2 Colour and Symbolism

- **Gold:** Excellence and achievement.
- **Blue:** Trust and authority.
- **Green:** Growth and renewal.
- **Red/Black/White:** Elements of the national flag, representing unity and diversity.

9.3 Layout Conventions

- Central placement of the recipient's name and qualification.
- Prominent display of institutional and national symbols.
- Balanced use of whitespace and decorative borders.
- Clear hierarchy of information for readability and prestige
- .

10. Practical Layout Mockup Guidance

10.1 Page Size and Margins

- **Size:** A4 (210 x 297 mm), portrait orientation.
- **Margins:** 20–25 mm on all sides.

10.2 Hierarchy and Placement

- **Top:** Institutional logo and/or national coat of arms (if authorised).

- **Below Logo:** Certificate title (e.g., “National N Diploma”).
- **Center:** Recipient’s name in large, bold font.
- **Below Name:** Qualification details (title, SAQA QUAL ID, NQF level, credits).
- **Lower Section:** Date of award, issuing authority, accreditation statement.
- **Bottom:** Signatures, institutional seal, unique certificate number, QR code.

10.3 Signature Placement

- Two or more authorised signatures, typically at the bottom left and right.
- Printed names and titles below each signature line.

10.4 Security Features

- Watermark or anti-copy background throughout.
- Hologram or foil stamp near the institutional seal.
- QR code and certificate number at the bottom right.

Visual Description: Imagine a crisp, white A4 certificate with a gold-embossed institutional logo at the top center, followed by the bold title “National N Diploma: Art and Design.” The recipient’s name, “Tshingombe Tshitafi,” is centered in an elegant serif font, larger than any other text. Below, the qualification details are listed: “SAQA QUAL ID: 66994 | NQF Level 6 | 360 Credits.” The left and right lower corners feature the signatures of the principal and registrar, with the institutional seal embossed between them. A QR code and unique certificate number are discreetly placed at the bottom right, and a subtle watermark of the institution’s crest is visible when held to the light. The border is adorned with a geometric pattern inspired by South African beadwork, rendered in the institution’s official colours.

11. Issuing Authority Statements and Accreditation Wording

11.1 Accreditation Statements

Typical wording for accreditation and issuing authority includes:

“This qualification is registered on the National Qualifications Framework by the South African Qualifications Authority (SAQA) and quality assured by the Quality Council for Trades and Occupations (QCTO). The issuing institution is accredited by the Department of Higher Education and Training.”

11.2 Reference to SAQA, QCTO, CHE, and Provider Accreditation

- **SAQA:** “Registered on the NQF by SAQA (SAQA QUAL ID: 66994).”
- **QCTO:** “Quality assured by the Quality Council for Trades and Occupations (QCTO).”
- **CHE:** For academic diplomas, “Accredited by the Council on Higher Education (CHE).”

- **Provider:** “Issued by [Institution Name], an accredited provider under the Department of Higher Education and Training.”

12. Record-Keeping and Retention Practices

12.1 Institutional Responsibilities

Institutions must:

- Maintain digital and physical records of all issued certificates.
- Capture and store metadata for each certificate (recipient, qualification, date, certificate number, etc.).
- Ensure records are retained in accordance with the National Archives and Records Service of South Africa Act and SANS 15489.
- Facilitate retrieval and verification for audit and legal purposes
- .

12.2 Digital Records and Metadata

- Use of electronic records management systems (ERMS) with metadata schemas aligned to SANS 23081 and SANS 1878.
- Regular backups and secure storage to prevent loss or tampering.
- Audit trails for all record creation, modification, and access events.

13. Case Studies: Diploma Misuse, Fraud, and SAQA Enforcement

13.1 Common Forms of Misuse and Fraud

- Forgery of certificates using desktop publishing tools.
- Alteration of recipient names, qualification titles, or dates.
- Use of unaccredited or unregistered provider names.
- Presentation of certificates without corresponding NLRD records.

13.2 SAQA Enforcement Actions

SAQA, in collaboration with law enforcement and regulatory bodies, has prosecuted cases of qualification fraud, resulting in fines, imprisonment, and closure of fraudulent institutions. The NQF Amendment Act empowers SAQA to enforce compliance and protect the integrity of the NQF

13.3 Verification and Prevention

- Mandatory verification of qualifications for employment and further study.
- Public awareness campaigns (“Check Your Qualification”).
- Adoption of blockchain and digital credentialing technologies for tamper-proof records
- .

14. Comparative Table: Typical Certificate Elements Across SAQA-Compliant Diplomas

Element	Description
Qualification Type	Diploma, National Diploma, National N Diploma
NQF Level	Level 6 (for National Diploma/National N Diploma)
Total Credits	240 or 360
Minimum Credits at Level 6	120
Designator	Not applicable (for diplomas)
Qualifier	Specific field (e.g., Art and Design); max two
Abbreviation	Dip (Art and Design), Dip (Management) (Finance)
Admission Requirement	NSC or NC(V) with appropriate subjects; or Higher/Advanced Certificate
Progression	Advanced Diploma or Bachelor’s Degree
Work-Integrated Learning (WIL)	Included in 360-credit variant; optional in 240-credit variant
Issuing Authority	Accredited institution; CHE and SAQA or QCTO oversight
Qualification ID	Registered on NQF via SAQA
Transcript Metadata	Institution name, provider registration number, qualification title, NQF level, credits, module details
Security Features	Qualification ID, NQF level, provider registration, NLRD record, watermark, hologram, QR code
Use in Credentialing	Employment, further study, RPL, portfolios

Element	Description
Accreditation Statement	Reference to SAQA, QCTO, CHE, and provider accreditation
Signatures and Seals	Authorised signatories and institutional seals
Date of Award	Official date of qualification conferment
Certificate Number	Unique identifier for verification and audit

Table 2: Comparison of Certificate Elements Across SAQA-Compliant Diplomas

15. Sample Visual and Textual Layout Description

Header:

- Institutional logo (top left), national coat of arms (top center, if authorised).
- “National N Diploma: Art and Design” (centered, bold, large font).

Body:

- “This is to certify that” (smaller font, centered).
- “Tshingombe Tshitafi” (recipient’s name, largest font, bold, centered).
- “Has fulfilled all the requirements prescribed by the Department of Education and the Quality Council for Trades and Occupations and is hereby awarded the National N Diploma: Art and Design (SAQA QUAL ID: 66994, NQF Level 6, 360 Credits).”
- “Date of Award: [Date]”
- “Certificate Number: [Unique Serial Number]”
- “This qualification is registered on the National Qualifications Framework by the South African Qualifications Authority (SAQA) and quality assured by the Quality Council for Trades and Occupations (QCTO).”

Footer:

- Signatures of principal and registrar (bottom left and right).
- Institutional seal (centered between signatures).
- QR code (bottom right).
- Watermark of institutional crest (background).

Security Features:

- Microprinting in the border.
- Hologram adjacent to the institutional seal.
- Anti-copy background pattern.

16. Conclusion

Designing an image-based certificate or award diploma for Tshingombe Tshitafi, compliant with SAQA and NATED frameworks, requires meticulous attention to regulatory, visual, and metadata standards. The certificate must encapsulate the integrity, authenticity, and prestige of the qualification, while facilitating verification, auditability, and cultural resonance. By adhering to SAQA's policy and criteria, incorporating robust metadata and security features, and respecting legal and ethical constraints, institutions can issue diplomas that are both credible and meaningful in the South African and global context.

The guidance and comparative analysis provided in this report serve as a comprehensive blueprint for institutions, designers, and policymakers tasked with the creation and management of formal educational credentials in South Africa.

Key Takeaways:

- **Compliance:** Certificates must align with SAQA, NQF, and QCTO/CHE frameworks, including all required metadata and accreditation statements.
- **Design:** Visual motifs, layout conventions, and security features must reinforce authenticity and institutional/national identity.
- **Verification:** Integration with SAQA's NLRD and VeriSearch is essential for audit traceability and fraud prevention.
- **Legal/Ethical:** Use of national symbols and reproduction of qualification material is strictly regulated; all qualifications are public property.
- **Portfolio Use:** Certificates are central to professional portfolios, RPL, and lifelong learning pathways.

By following these principles, the diploma certificate for Tshingombe Tshitafi will not only meet regulatory requirements but also stand as a proud testament to achievement and capability within the South African education and training landscape.

References

22

- [1www.saqa.org.za](http://www.saqa.org.za)
SAQA NQF BOOKLET
- [2www.saqa.org.za](http://www.saqa.org.za)
SAQA Verifications Service
- [3regqs.saqa.org.za](http://regqs.saqa.org.za)

SAQA

- [4www.che.ac.za](http://www.che.ac.za)

THE HIGHER EDUCATION QUALIFICATIONS

- [5www.regenesys.net](http://www.regenesys.net)

National Diploma and National N Diploma NQF Level Explained - RegInsights

- [6icm-sa.org.za](http://icm-sa.org.za)

National N Diploma: Art and Design – Institute of Commerce and ...

- [7www.genieai.co](http://www.genieai.co)

Course Completion Certificate For Diploma Template for

- [8iaiasa.co.za](http://iaiasa.co.za)

DEPARTMENT OF AGRICULTURE, LAND REFORM AND RURAL DEVELOPMENT NO. 3128 ...

- [9www.nationalarchives.gov.za](http://www.nationalarchives.gov.za)

NARS_DMLIB-#4722-v4-Managing electronic records metadata requirements

- [10macskillsdevelopment.com](http://macskillsdevelopment.com)

MacSkills Training & Development Institute - Metadata for Records ...

- [11www.slideshare.net](http://www.slideshare.net)

Page layout conventions | PPTX | Desktop Publishing - SlideShare

- [12certifier.io](http://certifier.io)

Best 12 University Diploma Templates to Inspire - Certifier

- [13fastercapital.com](http://fastercapital.com)

Certificate design tools: Mastering Certificate Design: Top Tools and ...

- [14www.gcis.gov.za](http://www.gcis.gov.za)

3. Design of the national Coat of Arms - gcis.gov.za

- 15www.gov.za

Protection of the national Coat of Arms - South African Government

- 16www.a1securityprint.com

Certificate Printing - Secure Official Certificates - A1 Security Print

- 17www.saga.org.za

The Role of SAQA in Partnering with Social Networks to Eliminate ...

- 18verisearch.saga.org.za

SAQA Verifications Service

- 19forms24.co.za

SAQA Verification – Forms24

- 20www.vukuzenzele.gov.za

Qualification fraudsters could find themselves behind bars

- 21www.sace.org.za

SOUTH AFRICAN COUNCIL FOR EDUCATORS - SACE

- 22www.saga.org.za

National Policy and Criteria for the Implementation of ... - SAQA

You said

Create an image of , award degree diploma saqa n diplomat student name : tshingombe tshitadi , engineering electrical

Copilo1. Career Discovery Award Progress: Milestones and Metrics

1.1. Trailblazer Rank and Points Overview

Tshingombe Tshitadi's learning journey is mapped against the Trailhead Trailblazer ranking system, which gamifies professional development through points, badges, and rank progression. As of November 2025, Tshingombe holds the **Expeditioner rank** with **21,600 points**, having

achieved **Mountaineer Progress 5 of 12**. To reach the next rank, an additional **13,400 points** are required

Table 1: Trailblazer Rank Progression

Rank	Required Badges	Required Points	Tshingombe's Status
Mountaineer 25		18,000	Achieved
Expeditioner 50		35,000	In Progress (21,600)
Ranger 100		50,000	Not yet achieved

Note: The Trailhead system awards points for module completions, projects, and superbades, with higher-value activities (like superbades) contributing significantly to rank advancement

Analysis: Achieving the Expeditioner rank places Tshingombe in the upper echelons of the Trailhead learning community, reflecting sustained engagement and a breadth of completed learning activities. The remaining 13,400 points to the next rank indicate both a challenge and an opportunity for targeted upskilling, particularly through high-value superbades and advanced modules.

2. The Power of Activity Streaks: Sustaining Engagement and Growth

2.1. Weekly Engagement and Streak Maintenance

Trailhead's **Activity Streak** feature incentivizes consistent weekly participation by tracking consecutive weeks of learning or community engagement. To maintain a streak, learners must complete at least one qualifying activity—such as earning a badge or contributing to the Trailblazer Community—each week

Key Points:

- **Streaks are reset** if a week passes without qualifying activity.
- **Reminders and notifications** help learners maintain their streaks.
- **Streaks foster habit formation**, accountability, and incremental progress.

Analysis: For Tshingombe, maintaining an activity streak is not merely a gamified metric but a behavioral anchor that supports long-term skill acquisition. Research shows that streak-based

engagement correlates with higher retention and deeper learning outcomes, as it transforms sporadic learning into a sustainable habit

. The psychological momentum generated by streaks can help overcome motivational dips and ensure steady progress toward career goals.

3. Course Progress: Breadth and Depth of Learning

3.1. Current Course Progress Overview

Tshingombe’s learning portfolio includes a diverse array of courses, each at varying stages of completion. The following table summarizes progress as of November 2025:

Table 2: Course Progress Summary

Course Name	Progress
Quick Start: Lightning Web Components	66%
MuleSoft RPA Design Documentation	33%
Insurance Quoting Foundations	16%
Trailmix #BuiltWithAgentforce Quest	86%
Psychometric Assessment for Caregivers and Counsellors	83% (in progress)

Analysis:

- **Quick Start: Lightning Web Components (66%):** Demonstrates significant advancement in Salesforce’s modern UI framework, indicating readiness for hands-on Lightning development.
- **MuleSoft RPA Design Documentation (33%):** Early-stage progress in robotic process automation, a critical skill for digital transformation and workflow optimization.
- **Insurance Quoting Foundations (16%):** Initial exposure to industry-specific processes, suggesting a strategic expansion into vertical solutions.
- **Trailmix #BuiltWithAgentforce Quest (86%):** Near completion of a curated learning path focused on Agentforce, Salesforce’s AI-powered automation platform.
- **Psychometric Assessment for Caregivers and Counsellors (83%):** Advanced progress in a course that blends technical and human-centered skills, aligning with broader educational and mentorship roles.

Implications: The distribution of course progress reflects a balanced approach: deepening expertise in core Salesforce technologies while exploring adjacent domains (RPA, insurance, psychometrics). The high completion rate in the Agentforce Quest signals a strong alignment with emerging AI and automation trends.

4. Superbadges and Quick Starts: Demonstrating Real-World Proficiency

4.1. Superbadges: The Gold Standard of Applied Skills

Superbadges are scenario-based assessments that require learners to solve complex, real-world business challenges using Salesforce technologies. They are widely recognized as evidence of hands-on proficiency and problem-solving ability

.

Favorites and Unfavorites: While specific titles are not listed, Tshingombe's portfolio includes both favorite and unfavorite superbadges and quick starts, indicating a process of curating learning experiences that best match career objectives and interests.

Analysis: Favoriting superbadges allows Tshingombe to prioritize skill areas most relevant to current or aspirational roles (e.g., Agentforce Service, Advanced Flow, Approval Process Management). Unfavoriting others helps streamline focus and avoid cognitive overload. This selective approach is a hallmark of mature, self-directed learning.

Quick Starts: Quick Starts provide guided, hands-on introductions to new features or products. Tshingombe's engagement with Quick Start: Lightning Web Components (66% complete) demonstrates a commitment to staying current with Salesforce's evolving technology stack.

5. Group Memberships and Community Engagement

5.1. Professional Groups

Tshingombe is an active member of several key Trailhead and Salesforce community groups:

- **Sales Cloud - Best Practices**
- **Trailhead Official**
- **Agentblazer Community Group**

Analysis: Group memberships provide access to peer support, best practice sharing, and networking opportunities. According to Salesforce's own research, participation in Trailblazer Community groups accelerates innovation, increases adoption and productivity, and expands professional networks

. For Tshingombe, these groups serve as both a learning resource and a platform for thought leadership.

6. Agentforce Learning Path: Building AI-Driven Automation Skills

6.1. Structured Agentforce Curriculum

Tshingombe's Agentforce learning path comprises:

- **Introduction to Agentforce**
- **Agentforce Builder**
- **Agentforce for Service**

Overview: Agentforce is Salesforce's next-generation AI automation platform, enabling the creation of autonomous agents that streamline business processes across sales, service, and beyond

.

Analysis:

- **Introduction to Agentforce:** Establishes foundational knowledge of AI agent concepts, use cases, and benefits.
- **Agentforce Builder:** Focuses on hands-on configuration and customization of AI agents, including topics, actions, and instructions.
- **Agentforce for Service:** Applies Agentforce capabilities to customer service scenarios, enhancing efficiency and customer satisfaction.

Strategic Value: Mastery of Agentforce positions Tshingombe at the forefront of digital transformation, as organizations increasingly seek professionals who can design, deploy, and optimize AI-driven workflows.

7. Personalized Learning Recommendations: Targeted Upskilling

7.1. Recommended Learning Paths

Tshingombe's personalized recommendations include:

- **Automate Business Processes as an Admin**
- **Build Experiences with Lightning**
- **Build with Omnistudio for Managed Packages**

Rationale: These recommendations are generated based on current progress, skill gaps, and emerging industry trends

.

Analysis:

- **Automate Business Processes as an Admin:** Focuses on leveraging Salesforce Flow, approval processes, and automation tools to streamline operations—a critical competency for modern administrators.
- **Build Experiences with Lightning:** Emphasizes UI/UX design and development using Lightning Web Components, essential for delivering intuitive, high-performance applications.
- **Build with Omnistudio for Managed Packages:** Introduces advanced configuration and deployment techniques for scalable, reusable solutions.

Implications: Following these recommendations will enable Tshingombe to deepen expertise in automation, user experience, and scalable architecture—skills highly sought after in the Salesforce ecosystem and beyond.

8. Additional Skills and Micro-Credentials

8.1. Key Micro-Credentials

Tshingombe has acquired micro-credentials in the following areas:

- **Approve Records with Approval Processes**
- **Customize a Salesforce Object**
- **Data Modeling**

Analysis:

- **Approval Processes:** Ensures critical records are reviewed by the right stakeholders, enhancing compliance and operational efficiency
- .
- **Customizing Salesforce Objects:** Demonstrates the ability to tailor Salesforce data structures to unique business requirements.
- **Data Modeling:** Underpins all advanced Salesforce development, enabling robust, scalable, and maintainable solutions.

Strategic Value: Micro-credentials in these domains signal practical, job-ready skills that can be immediately applied to real-world projects, increasing employability and career mobility.

9. Monthly Learner Report: November 2025 Metrics

9.1. Learning Activity Snapshot

Table 3: November 2025 Learner Metrics

Metric	Value
Learning Days	1 day (17th Nov)
Time Spent	21 minutes
Medals	1 Silver, 1 Bronze
Courses Completed	0
Certificates Claimed	1
Courses in Progress	Psychometric Assessment for Caregivers and Counsellors (83%)

Analysis: While November 2025 saw limited learning activity (one day, 21 minutes), Tshingombe maintained engagement by earning medals and progressing in a high-value course. The claiming of a certificate, despite no course completions, suggests recognition for partial or milestone achievements.

Implications: Even during periods of lower activity, maintaining a minimal engagement level helps preserve streaks, reinforces learning habits, and ensures ongoing professional development.

10. Formal Diplomas and Certifications

10.1. Alison Diplomas

Tshingombe has completed the following diplomas via Alison, a globally recognized online learning platform:

Table 4: Diplomas and Certifications

Diploma Title	Institution
Diploma in Applied Psychology - Consumer Behavior	Alison
Diploma in Outcome-based Education and Academic Quality Assurance	Alison
Advanced Diploma in High School Chemistry	Alison

Diploma in Applied Psychology - Consumer Behavior: Covers the fundamentals of consumer psychology, decision-making processes, and marketing applications. This credential enhances Tshingombe’s ability to design user-centric solutions and understand stakeholder motivations

Diploma in Outcome-based Education and Academic Quality Assurance: Focuses on modern educational frameworks, quality assurance, and curriculum design. This diploma is particularly relevant to Tshingombe's roles in curriculum engineering and didactic material development

.

Advanced Diploma in High School Chemistry: Demonstrates subject-matter expertise in STEM education, supporting contributions to science education and assessment libraries.

Analysis: These diplomas complement technical Salesforce skills with deep knowledge in psychology, education, and science, enabling Tshingombe to operate effectively at the intersection of technology, pedagogy, and human behavior.

11. Certificates and Recognition: DHET-SAQA and NATED/NCV Awards

11.1. National and Sectoral Recognition

DHET-SAQA Discovery Award Prize for Career Novation: Awarded for innovative contributions to career development, recognized by the Department of Higher Education and Training (DHET) and the South African Qualifications Authority (SAQA)

.

Gold Award Badge: Granted for research innovation in NATED/NCV curriculum engineering, moderator/facilitator excellence, career mentorship, diploma discovery, and didactic material development in electrical engineering.

Analysis: These accolades validate Tshingombe's impact on national education policy, curriculum design, and mentorship. They also signal credibility and leadership within the South African and broader African educational landscape.

12. Contributions to Sci-Bono and Professional Outputs

12.1. Sci-Bono Journey Expert Assessment Library

Tshingombe has made significant contributions to the **Sci-Bono Journey Expert Assessment Library**, a resource supporting science, technology, engineering, arts, and mathematics (STEAM) education in South Africa and the SADC region

.

Key Outputs:

- **Digital CV Writing:** Developed resources and workshops to help learners craft compelling digital resumes, enhancing employability.
- **Learner Job Preparation:** Provided guidance and materials for job readiness, interview skills, and workplace integration.
- **Technical Documentation:** Authored and curated technical manuals, assessment briefs, and didactic materials for electrical engineering and related fields.

Analysis: These contributions extend Tshingombe’s impact beyond personal achievement, fostering capacity building, digital literacy, and workforce readiness at scale. The alignment with Sci-Bono’s mission to ignite scientific curiosity and promote innovation underscores the societal value of Tshingombe’s work.

13. CV and Portfolio Presentation: Best Practices

13.1. Structuring a Professional Portfolio

A well-crafted portfolio is essential for showcasing achievements, skills, and impact. Best practices include:

- **Visual Hierarchy:** Use clear headings, logical flow, and strategic use of color and typography to guide the viewer’s attention
- **Contextualization:** Provide background, challenges, and outcomes for each project or credential.
- **Variety and Depth:** Highlight a range of projects, from technical implementations to educational contributions.
- **Role Clarity:** Specify personal contributions and leadership roles in collaborative projects.
- **High-Quality Visuals:** Incorporate screenshots, charts, and infographics to enhance engagement.
- **Regular Updates:** Keep the portfolio current with new achievements and reflections on growth.
- **Feedback Integration:** Seek and incorporate feedback from peers and mentors to refine presentation.

Analysis: Applying these principles ensures that Tshingombe’s portfolio not only documents achievements but also tells a compelling story of continuous learning, adaptability, and impact.

14. Visualizations and Tables: Progress at a Glance

14.1. Progress Chart Templates

Visual tools such as Gantt charts, milestone trackers, and progress bars can effectively communicate learning trajectories and project milestones

Recommended Visualizations:

- **Progress Bars:** For course and badge completion rates.
- **Milestone Charts:** To highlight key achievements (e.g., rank advancements, diploma completions).
- **Gantt Charts:** For mapping multi-phase projects or learning paths.
- **Stacked Bar Graphs:** To compare progress across different skill domains.

Analysis: Integrating these visual elements into the portfolio enhances clarity, motivation, and stakeholder engagement.

15. Privacy and Data Verification for Public Profiles

15.1. Managing Visibility and Security

As digital credentials and portfolios become increasingly public, safeguarding privacy and ensuring data integrity are paramount

Best Practices:

- **Profile Verification:** Use platform features (e.g., LinkedIn verification) to authenticate identity and credentials.
- **Selective Visibility:** Control which sections of the profile are public, limiting exposure of sensitive information.
- **Data Minimization:** Share only information relevant to professional objectives.
- **Regular Audits:** Periodically review privacy settings and third-party app permissions.
- **Anonymity Options:** Utilize private browsing and anonymous viewing modes when appropriate.

Analysis: Balancing transparency with privacy enables Tshingombe to showcase achievements while mitigating risks associated with data exposure and unauthorized use.

16. Synthesis: Key Achievements and Milestones

16.1. Highlights

- **Expeditioner Rank with 21,600 Points:** Demonstrates sustained, high-level engagement in the Trailhead ecosystem.
- **Diverse Course Portfolio:** Progress in Lightning Web Components, RPA, insurance, and psychometrics reflects both technical depth and interdisciplinary breadth.

- **Superbadge Curation:** Selective pursuit of scenario-based credentials signals real-world proficiency.
- **Active Community Membership:** Engagement in best practice and innovation groups amplifies learning and influence.
- **Agentforce Mastery:** Early adoption and near-completion of Agentforce learning paths position Tshingombe as a leader in AI-driven automation.
- **Formal Diplomas:** Credentials in psychology, education, and chemistry complement technical skills with pedagogical and scientific expertise.
- **National Recognition:** DHET-SAQA and NATED/NCV awards validate impact on curriculum innovation and mentorship.
- **Sci-Bono Contributions:** Development of assessment libraries, digital CV resources, and technical documentation supports systemic educational advancement.

17. Recommendations for Future Development

17.1. Strategic Next Steps

- **Complete In-Progress Courses:** Prioritize finishing high-value courses (e.g., Trailmix #BuiltWithAgentforce Quest, Psychometric Assessment) to unlock new badges and points.
- **Pursue Advanced Superbadges:** Target scenario-based credentials aligned with emerging technologies (e.g., AI, data cloud, omnichannel experiences).
- **Expand Community Leadership:** Consider leading or moderating community groups to further influence and mentor peers.
- **Integrate Visual Analytics:** Enhance the portfolio with dynamic progress charts and dashboards for real-time tracking and presentation.
- **Maintain Privacy Vigilance:** Regularly review and update privacy settings, especially as new features and integrations are introduced.

Conclusion

Tshingombe Tshitadi's career development and learning achievements exemplify the power of a Trailhead-style learner management system to drive, document, and showcase professional growth. Through a blend of technical mastery, pedagogical innovation, and community engagement, Tshingombe has built a portfolio that is both deep and broad, recognized by national bodies and enriched by meaningful contributions to the educational ecosystem. By continuing to leverage personalized recommendations, maintain engagement streaks, and apply best practices in portfolio presentation and privacy, Tshingombe is well-positioned to lead and inspire in the evolving landscape of digital skills and lifelong learning.

Key Takeaway: Tshingombe Tshitadi's journey illustrates that sustained, strategic engagement with digital learning platforms—combined with formal credentials, community involvement, and a commitment to sharing knowledge—can yield not only personal advancement but also systemic impact in education and technology.

References

36

- [1assets.kpmg.com](https://assets.kpmg.com)

The power of human - KPMG

- [2www.sci-bono.co.za](https://www.sci-bono.co.za)

TABLE OF - sci-bono.co.za

- [3www.scibono.co.za](https://www.scibono.co.za)

SCI-BONO DISCOVERY CENTRE ANNUAL REPORT

- [4trailhead.salesforce.com](https://trailhead.salesforce.com)

Trailhead | Trailblazer Ranks

- [5trailhead.salesforce.com](https://trailhead.salesforce.com)

Improve Salesforce Skills with Trailblazer Learning Ranks - Trailhead

- [6www.salesforceben.com](https://www.salesforceben.com)

Do You Have More Trailhead Badges Than the Average Trailblazer?

- [7www.salesforce.com](https://www.salesforce.com)

New Trailhead Enhancements Empower Everyone to Succeed in the AI Era

- [8help.salesforce.com](https://help.salesforce.com)

Trailhead Streaks FAQ - Salesforce

- [9www.mindtheproduct.com](https://www.mindtheproduct.com)

Designing streaks for long-term user growth - Mind the Product

- [10www.africatalksbusiness.com](https://www.africatalksbusiness.com)

The Next Evolution of Superbadges on Trailhead

- [11www.nickfrates.com](https://www.nickfrates.com)

Trailhead Superbadge Overhaul

- [12www.salesforceben.com](https://www.salesforceben.com)

Complete Guide to Salesforce Trailhead

- [13trailhead.salesforce.com](https://trailhead.salesforce.com)

Connect with Trailblazer Community Groups - Trailhead

- [14www.salesforce.com](https://www.salesforce.com)

Introduction to Agentforce - Salesforce

- [15www.salesforcereader.com](https://www.salesforcereader.com)

Full Salesforce Agentforce Implementation Guide : Antonina Kharchenko

- [16salesforcefaq.com](https://salesforcefaq.com)

Salesforce Agentforce Tutorials - Salesforce FAQs

- [17trailhead.salesforce.com](https://trailhead.salesforce.com)

Automate Business Processes as an Admin - Trailhead

- [18developer.salesforce.com](https://developer.salesforce.com)

LWR Sites for Experience Cloud | Salesforce Developers

- [19trailhead.salesforce.com](https://trailhead.salesforce.com)

Optimizing Record Approval Processes - Trailhead

- [20www.implementology.io](https://www.implementology.io)

How to Set Up Salesforce Approval Process: 7-Step Expert Guide (2025)

- [21trailhead.salesforce.com](https://trailhead.salesforce.com)

Optimize Approval Processes for Better Efficiency - Trailhead

- [22www.classcentral.com](https://www.classcentral.com)

Automate Business Processes - Class Central

- [23trailhead.salesforce.com](https://trailhead.salesforce.com)
Automate Business Processes - Trailhead
- [24alison.com](https://alison.com)
Diploma in Applied Psychology - Consumer Behavior - Alison
- [25alison.com](https://alison.com)
Diploma in OBE & Academic QA | Free Online Course | Alison
- [26www.findcourses.com](https://www.findcourses.com)
Diploma in Outcome-based Education and Academic Quality Assurance
- [27www.dhet.gov.za](https://www.dhet.gov.za)
Department of Higher Education and Training - Teaching-qualifications ...
- [28stm.bookpi.org](https://stm.bookpi.org)
Assessing the Effectiveness of Sci-Bono Discovery Centre: A Comparative ...
- [29creativize.net](https://creativize.net)
8 Top Portfolio Presentation Tips for 2025 Success - Creativize
- [30blog.daisie.com](https://blog.daisie.com)
7 Techniques for Impactful Portfolio Presentation - Daisie Blog
- [31clickup.com](https://clickup.com)
Free Progress Chart Templates to Track & Visualize Your Goals
- [32slidemodel.com](https://slidemodel.com)
Progress Chart Templates for PowerPoint and Google Slides
- [33www.slideteam.net](https://www.slideteam.net)
Top 10 Progress Chart Templates with Samples and Examples
- [34techinsightzone.com](https://techinsightzone.com)

How to Verify LinkedIn Account in 2025? A Step-By-Step Guide

- 35www.leadcrm.io

LinkedIn Privacy Guide 2025: Hide & Secure Your Profile

- 36vpnoverview.com

How to Manage Your LinkedIn Privacy Settings & Secure Your Account



Start a group

Invite friends to chat together with Copilot

Today

You said

HI

Copilot said

Hello Tshingombe 🖐 Great to see you this morning in Johannesburg! How's your day starting out?

Comprehensive Research Report: NATED Engineering Colleges' Visit to City Power for Curriculum Assessment and National Trade Portfolio Evaluation

Introduction

The alignment of theoretical engineering education with practical, industry-based experience is a cornerstone of effective technical and vocational training. In South Africa, the National

Accredited Technical Education Diploma (NATED) programmes, particularly in engineering, are designed to bridge this gap by integrating classroom learning with structured workplace exposure. This report provides an in-depth analysis of a recent visit by students from St Peace College and other NATED engineering institutions to City Power, Johannesburg's municipal electricity utility. The visit was conducted as part of the national trade portfolio and curriculum assessment process, with the involvement of the National Trade Portfolio Exam Department and the Department of Higher Education and Training (DHET). The report explores the context, objectives, activities, challenges, and outcomes of the visit, situating it within the broader framework of South African engineering education, qualification recognition, and workplace readiness.

Context of the City Power Visit by NATED Engineering Colleges

The visit to City Power was initiated as a collaborative effort between St Peace College, other NATED engineering institutions, and City Power, with the primary aim of validating and enhancing the relevance of engineering curricula through direct industry engagement. NATED programmes, also known as Report 191 programmes, are offered by both public Technical and Vocational Education and Training (TVET) colleges and accredited private colleges. These programmes are structured to provide students with both theoretical knowledge (N1–N6) and practical workplace experience, culminating in the award of a National N Diploma at NQF Level 6

.

City Power, as Johannesburg's municipal electricity distributor, offers a complex operational environment encompassing metering, network maintenance, customer interface, and technical support. The utility's engagement with educational institutions is part of its broader mandate to support skills development and contribute to the pipeline of qualified engineering professionals in the region

.

The visit was scheduled in the context of ongoing reforms in South African engineering education, including the phase-out of legacy N1–N3 qualifications and the introduction of industry-aligned occupational qualifications by the Quality Council for Trades and Occupations (QCTO)

. This transition has heightened the need for curriculum validation and practical exposure to ensure that graduates are job-ready and that their qualifications are recognized by regulatory bodies such as the South African Qualifications Authority (SAQA) and DHET

.

Purpose of the Visit: Aligning Theory with Practical Exposure

The central purpose of the visit was to align the theoretical components of NATED engineering electrical studies with practical, real-world experience at a municipal utility. This alignment is critical for several reasons:

- **Curriculum Relevance:** Ensuring that the content taught in classrooms reflects current industry practices, technologies, and regulatory requirements
- .
- **Workplace Readiness:** Providing students with exposure to the operational realities of the electricity distribution sector, including metering, trade work, and customer/supplier interfaces.
- **Portfolio Assessment:** Facilitating the collection of evidence for students' national trade portfolios, a requirement for the award of the National N Diploma and for trade test eligibility.
- **Stakeholder Engagement:** Involving industry partners, regulatory bodies, and educational institutions in a collaborative process of curriculum validation and quality assurance.

By embedding these objectives within the visit, the initiative sought to address persistent challenges in South African technical education, such as the mismatch between graduate skills and employer needs, and the need for structured workplace-based learning (WPBL)

Activities During the Visit: Job Shadowing, Site Inspection, and Portfolio Development

The visit to City Power was structured around a series of activities designed to maximize practical learning and evidence collection for portfolio assessment. The main activities included:

Job Shadowing

Students were assigned to various operational units within City Power, including metering, the test branch, and customer service departments. Through job shadowing, students observed and participated in day-to-day tasks under the supervision of experienced technicians and engineers. This activity provided insights into:

- The installation, maintenance, and calibration of electricity meters.
- Fault diagnosis and repair procedures.
- Customer interaction protocols and complaint resolution processes.
- Compliance with health, safety, and quality standards.

Job shadowing is recognized as an effective method for bridging the gap between theory and practice, allowing students to contextualize their classroom learning within real-world scenarios.

Site Inspection

Guided site inspections were conducted at key City Power facilities, including substations, metering points, and customer interface centers. These inspections enabled students to:

- Observe the application of technical standards (e.g., SANS 10142) in infrastructure design and maintenance
- .
- Understand the workflow of fault reporting, response, and resolution.
- Assess the integration of renewable energy solutions and smart metering technologies
- .

Site inspections also served as opportunities for curriculum validation, as students and lecturers compared the content of their syllabi with the operational realities observed on-site.

Curriculum Validation

Lecturers and curriculum specialists accompanying the students engaged in structured discussions with City Power technical staff to review the alignment of NATED syllabi with industry requirements. Key areas of focus included:

- The adequacy of theoretical modules in preparing students for specific trade tasks.
- The inclusion of emerging topics such as renewable energy, smart metering, and digital systems.
- The relevance of assessment methods (e.g., ICASS, ISAT, and external exams) to workplace competencies
- .

Feedback from City Power staff was documented and will inform future curriculum revisions at participating colleges.

Submission of CVs and Portfolio Evidence

As part of the national trade portfolio assessment process, students were required to submit:

- Updated Curriculum Vitae (CVs) detailing their educational background, skills, and work experience.
- Electronic certificates of achievement for completed modules and practical tasks.

- Assessment records, including logbooks, supervisor testimonials, and evidence of workplace activities.

These documents form the core of the Portfolio of Evidence (PoE) required for the award of the National N Diploma and for trade test eligibility

Involvement of the National Trade Portfolio Exam Department and DHET

The visit was coordinated in close collaboration with the National Trade Portfolio Exam Department and the Department of Higher Education and Training (DHET). Their roles included:

- **Oversight of Portfolio Assessment:** Ensuring that the evidence collected by students meets the national standards for trade portfolio evaluation and diploma issuance.
- **Moderation and Quality Assurance:** Reviewing assessment records, logbooks, and supervisor testimonials to verify the authenticity and adequacy of workplace experience.
- **Curriculum Review:** Gathering feedback from industry partners (City Power) to inform ongoing curriculum development and alignment with occupational qualifications.
- **Policy Guidance:** Providing updates on the phase-out of legacy NATED qualifications and the transition to QCTO-accredited occupational programmes
- .

The involvement of DHET and the National Trade Portfolio Exam Department underscores the importance of regulatory compliance and quality assurance in technical education.

Role of the Visit in Supporting Career Outcomes and Engineering Job Descriptions

The integration of workplace-based learning into NATED programmes is essential for supporting positive career outcomes and ensuring that graduates are equipped for formal engineering duties. The visit to City Power contributed to these objectives in several ways:

Enhancing Job Readiness

By participating in job shadowing and site inspections, students gained practical skills and insights that are directly applicable to entry-level positions in the electricity distribution sector. These include:

- Technical competencies in metering, fault diagnosis, and system maintenance.
- Familiarity with industry standards, safety protocols, and regulatory requirements.

- Soft skills such as teamwork, communication, and problem-solving.

Employers consistently emphasize the importance of practical experience and workplace readiness in hiring decisions

.

Informing Trade School Job Descriptions

The feedback collected during the visit will inform the development of more accurate and relevant job descriptions for trade school graduates. This includes:

- Defining the scope of duties for electrical engineering technicians and artisans.
- Identifying the competencies required for specific roles within municipal utilities.
- Aligning job descriptions with national occupational standards and qualification frameworks.

Supporting Formal Engineering Duties

The visit provided students with exposure to the formal duties and responsibilities associated with engineering roles in the public sector. This includes:

- Compliance with the Occupational Health and Safety Act (OHSA) and other regulatory frameworks.
- Participation in quality assurance and continuous improvement processes.
- Engagement with customers, suppliers, and regulatory authorities.

Such exposure is critical for preparing graduates to assume professional responsibilities and to progress in their careers.

Recognition of Engineering Diplomas by SAQA and DHET (NQF6–NQF8)

A key desired outcome of the visit is the enhanced recognition of engineering diplomas by the South African Qualifications Authority (SAQA) and DHET. The National N Diploma in Engineering Studies is registered at NQF Level 6 and is recognized as a pathway to further study and professional registration

.

Qualification Levels and Progression

The South African National Qualifications Framework (NQF) provides a standardized system for classifying qualifications:

NQF Level	Qualification Type	Typical Duration	Description
4	Further Education & Training Cert	1–2 years	Advanced vocational skills
5	Higher Certificate	1–2 years	Intro to complex skills in specific fields
6	National Diploma	2–3 years	Comprehensive theoretical/practical knowledge
7	Bachelor’s Degree/Advanced Diploma	3–4 years	In-depth academic/professional knowledge
8	Honours/Postgrad Diploma	1 year post-Bach	Advanced undergraduate/postgraduate study

Table 1: NQF Levels and Qualification Types

The National N Diploma (NQF 6) is designed to provide both theoretical and practical knowledge, enabling graduates to pursue employment as engineering technicians or to articulate into higher-level qualifications (NQF 7–8)

SAQA and DHET Recognition

SAQA accreditation is essential for ensuring that qualifications are recognized by employers, professional councils, and higher education institutions. The process involves:

- Verification of qualification content, assessment methods, and workplace experience.
- Registration of the qualification on the National Learners’ Records Database (NLRD).
- Issuance of verification letters and certificates for individual graduates
- .

DHET oversees the quality assurance of NATED programmes and the issuance of diplomas, ensuring alignment with national policy and industry needs

Challenges in Recognition

Despite formal recognition, challenges remain in ensuring that NATED engineering diplomas are fully accepted by all stakeholders, including professional bodies such as the Engineering Council of South Africa (ECSA)

. The visit to City Power, with its focus on practical exposure and portfolio assessment, is a step towards addressing these challenges by demonstrating the job-readiness and competence of graduates.

Challenges Encountered During the Visit

While the visit achieved many of its objectives, several challenges were encountered that reflect broader systemic issues in the electricity distribution sector and technical education.

Power Outages and Load Shedding

City Power, like many South African utilities, faces persistent challenges related to power outages and load shedding. These disruptions affected the scheduling and execution of practical activities during the visit. Students and staff reported:

- Missed practical sessions due to unplanned outages.
- Limited access to operational equipment during downtime.
- Increased stress and anxiety among students, mirroring findings from studies on the impact of load shedding on higher education
- .

Such challenges underscore the importance of resilience and contingency planning in technical training programmes.

Delays in Feedback and Documentation

Students reported delays in receiving feedback on their portfolio submissions and assessment records. Contributing factors included:

- Administrative bottlenecks in processing CVs, certificates, and logbooks.
- Limited capacity for timely moderation and verification by DHET and the National Trade Portfolio Exam Department.
- Incomplete or inconsistent documentation from workplace supervisors.

Timely feedback is critical for student motivation and for meeting qualification requirements

.

Documentation Issues

The collection and verification of supporting documentation (CVs, electronic certificates, assessment records) posed challenges, including:

- Variability in the quality and completeness of portfolio evidence.

- Difficulties in obtaining supervisor testimonials and logbook sign-offs.
- Uncertainty regarding the format and content required for portfolio submissions.

Best practices in evidence collection and recordkeeping are essential for ensuring the integrity of the assessment process

.

Complaints About Service Delivery

Students and staff encountered issues related to City Power’s service delivery, including:

- Delays in fault response and maintenance, as documented in customer complaints and reviews
- .
- Confusion regarding the roles and responsibilities of different operational units (e.g., the “Test Branch”).
- Limited access to certain facilities due to security protocols and site access restrictions.

These challenges highlight the need for clear communication and coordination between educational institutions and industry partners.

Desired Outcomes: Improved Curriculum Relevance, Job Readiness, and Qualification Recognition

The visit to City Power was designed to achieve several interrelated outcomes:

Improved Curriculum Relevance

By engaging directly with industry practitioners, students and lecturers were able to validate the relevance of their curricula and identify areas for improvement. Recommendations include:

- Updating syllabi to reflect emerging technologies (e.g., smart metering, renewable energy).
- Incorporating more practical, hands-on modules and assessments.
- Strengthening partnerships with industry for ongoing curriculum review
- .

Enhanced Job Readiness

The structured workplace exposure provided by the visit is expected to enhance students’ job readiness by:

- Developing technical and soft skills required for entry-level positions.
- Building confidence and familiarity with workplace protocols.
- Facilitating the transition from education to employment.

Employers value graduates who can demonstrate practical competence and adaptability

Recognition of Engineering Diplomas

The collection and verification of comprehensive portfolio evidence will support the recognition of engineering diplomas by SAQA and DHET. This, in turn, will:

- Enable graduates to access employment opportunities and professional registration.
- Facilitate articulation into higher-level qualifications and further study.
- Enhance the credibility and reputation of participating colleges.

Supporting Documentation: CVs, Electronic Certificates, and Assessment Records

The integrity of the portfolio assessment process depends on the collection and verification of comprehensive supporting documentation. Key components include:

Curriculum Vitae (CV)

A well-structured CV provides a summary of the student's educational background, skills, and work experience. It should include:

- Personal details and contact information.
- Educational qualifications and certificates.
- Details of workplace experience, including roles, responsibilities, and achievements.
- References from supervisors or mentors

- .

Electronic Certificates

Electronic certificates serve as official proof of achievement for completed modules, practical tasks, and workplace experience. They should be:

- Authenticated by the issuing institution or workplace supervisor.
- Aligned with the requirements of the qualification and assessment standards.
- Submitted in a standardized format for verification by DHET and SAQA.

Assessment Records and Logbooks

Assessment records and logbooks provide detailed evidence of workplace activities, competencies demonstrated, and supervisor feedback. Best practices include:

- Regular, structured entries documenting tasks performed, skills acquired, and challenges encountered.
- Supervisor sign-offs and testimonials verifying the authenticity and adequacy of experience.
- Reflection and self-assessment by the student to demonstrate learning and growth
- .

Portfolio of Evidence (PoE)

The PoE is the central document for trade portfolio assessment and diploma issuance. It should be:

- Comprehensive, including all required evidence and supporting documentation.
- Organized according to the exit level outcomes and assessment criteria of the qualification.
- Submitted in both electronic and hard copy formats as required by DHET and the National Trade Portfolio Exam Department.

Assessment and Moderation of Electrical Trade Theory N1–N6 (ICASS and Exams)

Assessment in NATED engineering programmes is governed by a combination of internal and external processes, designed to ensure the validity and reliability of student outcomes.

Internal Continuous Assessment (ICASS)

ICASS includes tests, assignments, projects, and practical tasks conducted throughout the academic term. Key features include:

- Regular formative assessments to monitor student progress.
- Moderation of assessment tasks to ensure consistency and fairness.
- Recording and reporting of marks for inclusion in the final promotion mark
- .

Integrated Summative Assessment Task (ISAT)

The ISAT is a practical assessment conducted at the end of the term, designed to evaluate students' ability to integrate theoretical knowledge with practical skills.

External Examinations

External exams are administered by DHET and serve as the final summative assessment for each module. The assessment framework emphasizes a range of cognitive skills, including:

Skill	Weighting (2023 Syllabus)
Remember	20%
Understand	20%
Apply	20%
Analyse	10%
Evaluate	20%
Create	10%

Table 2: Assessment Weightings for Electrical Trade Theory N1–N6

Moderation processes ensure that assessment standards are maintained across institutions and that student outcomes are comparable and credible.

Report 191 and National N Diploma Application Process Details

The process for applying for the National N Diploma is governed by DHET policy and involves several key steps:

1. **Completion of Theoretical Modules:** Students must complete N4–N6 certificates in their chosen field, accumulating the required credits.
2. **Workplace Experience:** A minimum of 24 months (2,670 hours) of relevant workplace experience is required for engineering studies, documented in a logbook and verified by a supervisor.
3. **Portfolio Submission:** Students submit a comprehensive portfolio of evidence, including CVs, certificates, logbooks, and supervisor testimonials.
4. **College Verification:** The college reviews and verifies the application, ensuring that all requirements are met.
5. **DHET Evaluation:** The application is forwarded to DHET for final evaluation and approval.
6. **Diploma Issuance:** Upon approval, the National N Diploma is issued and collected from the college.

Timely and accurate documentation is essential for successful application and diploma issuance.

Legal and Dispute Context: CCMA and Labour Court Cases Involving Tshingombe Tshitadi

The broader context of technical education and workplace experience in South Africa includes legal and dispute resolution mechanisms, such as the Commission for Conciliation, Mediation and Arbitration (CCMA) and the Labour Court. Recent cases, including those involving Tshingombe Tshitadi, highlight key issues:

- **Procedural Fairness:** Employers must follow fair procedures in disciplinary and retrenchment processes, including consultation and disclosure of relevant information
- .
- **Consistency in Disciplinary Measures:** Disciplinary actions must be applied consistently across employees to avoid claims of unfair dismissal.
- **Documentation and Recordkeeping:** Clear records of disciplinary processes, consultations, and outcomes are essential for legal defensibility.

These principles are relevant for both educational institutions and workplace partners involved in student placements and experiential learning.

PSIRA Complaint Records Relevant to Security or Site Access Issues

The Private Security Industry Regulatory Authority (PSIRA) oversees the regulation of security service providers in South Africa. Complaints related to security or site access during workplace placements are managed through:

- **Complaints Office:** Established to receive, process, and investigate complaints regarding the quality of service rendered by security providers
- .
- **Procedures and Timeframes:** Detailed procedures and timeframes are in place for the submission, assessment, and resolution of complaints.
- **Dispute Resolution:** Mechanisms for conciliation, settlement, and adjudication are available to resolve disputes.

Educational institutions and workplace partners must ensure compliance with PSIRA regulations to facilitate smooth site access and security during student placements.

SAPS Documentation and Requirements for Student Records or Complaints

The South African Police Service (SAPS) provides mechanisms for lodging complaints related to service delivery, misconduct, or offences committed by police members. Relevant procedures include:

- **Service Complaints Centre:** Investigates complaints related to poor service delivery, communication, response, and investigations
- .
- **Independent Police Investigative Directorate (IPID):** Handles complaints of misconduct or offences committed by SAPS or Municipal Police Services members
- .
- **Documentation Requirements:** Complaints must be supported by detailed documentation, including personal details, incident descriptions, and supporting evidence.

Students and institutions must be aware of these procedures when dealing with incidents or disputes during workplace placements.

City Power Operational and Training Units: Metering, Test Branch, Customer Interface

City Power's operational structure includes several key units relevant to engineering training:

- **Metering:** Responsible for the installation, maintenance, and calibration of electricity meters, including smart metering technologies
- .
- **Test Branch:** Handles fault diagnosis, repair, and quality assurance for electrical infrastructure.
- **Customer Interface:** Manages customer queries, complaints, and service delivery, providing opportunities for students to develop soft skills and customer service competencies.

Engagement with these units provides students with comprehensive exposure to the technical and interpersonal aspects of municipal electricity distribution.

Stakeholder Roles: TVET Colleges, Private Colleges (St Peace College), City Power, DHET, SAQA

The success of workplace-based learning and curriculum assessment depends on effective collaboration among key stakeholders:

- **TVET Colleges and Private Colleges:** Responsible for curriculum delivery, student support, and portfolio assessment.
- **City Power:** Provides workplace exposure, supervision, and feedback on curriculum relevance.
- **DHET:** Oversees policy, quality assurance, and diploma issuance.
- **SAQA:** Ensures qualification recognition and alignment with national standards.

Clear roles and responsibilities, formalized through Memoranda of Understanding (MoUs) and regular communication, are essential for effective partnership.

Evidence Collection and Recordkeeping Best Practices for Portfolio Assessment

Robust evidence collection and recordkeeping are critical for the integrity of the portfolio assessment process. Best practices include:

- **Structured Logbooks:** Regular entries documenting tasks performed, skills acquired, and supervisor feedback.
- **Supervisor Testimonials:** Signed statements verifying the authenticity and adequacy of workplace experience.
- **Electronic Certificates:** Authenticated digital records of achievement for completed modules and practical tasks.
- **Comprehensive Portfolios:** Organized according to exit level outcomes and assessment criteria, including all required supporting documentation
- .

Training for students, supervisors, and assessors on evidence collection and documentation standards is recommended.

Recommendations and Implementation Plan for Curriculum Improvements

Based on the findings of the visit and the broader context of engineering education in South Africa, the following recommendations are proposed:

1. Strengthen Industry Partnerships

- Formalize partnerships between colleges and industry partners through MoUs.
- Establish regular feedback mechanisms for curriculum review and validation.
- Expand opportunities for workplace-based learning and job shadowing.

2. Update and Align Curricula

- Incorporate emerging technologies (e.g., smart metering, renewable energy) into syllabi.
- Emphasize practical, hands-on modules and assessments.
- Align curricula with occupational standards and industry requirements.

3. Enhance Assessment and Moderation Processes

- Standardize assessment methods and moderation procedures across institutions.
- Provide training for assessors and moderators on evidence collection and recordkeeping.
- Implement regular audits of portfolio submissions and assessment records.

4. Improve Documentation and Feedback Systems

- Develop standardized templates for CVs, logbooks, and supervisor testimonials.
- Implement electronic systems for portfolio submission and feedback.
- Ensure timely and constructive feedback to students on assessment outcomes.

5. Address Systemic Challenges

- Develop contingency plans for power outages and operational disruptions.
- Advocate for improved infrastructure and resource allocation to support practical training.
- Engage with regulatory bodies to address challenges in qualification recognition and professional registration.

6. Monitor and Evaluate Outcomes

- Track graduate employment rates, job readiness, and employer satisfaction.
- Conduct regular reviews of curriculum relevance and responsiveness.
- Use data-driven approaches to inform continuous improvement.

Conclusion

The visit by NATED engineering colleges to City Power represents a significant step towards aligning technical education with industry needs, enhancing job readiness, and ensuring the recognition of engineering qualifications in South Africa. Through structured workplace exposure, curriculum validation, and robust portfolio assessment, students are better prepared to meet the demands of the electricity distribution sector and to progress in their careers. Ongoing collaboration among educational institutions, industry partners, and regulatory bodies is essential for sustaining these gains and for addressing the evolving challenges of technical education and workforce development.

Appendix: Summary Tables

Table 3: NATED Engineering Qualification Structure and Requirements

Level	Certificate/Diploma	Credits	Duration	Practical Experience	NQF Level	Recognition
N1	National Certificate	40–60	3 months	None	2	Entry-level
N2	National Certificate	40–60	3 months	None	3	Trade test eligibility
N3	National Certificate	40–60	3 months	None	4	Matric equivalent
N4	National Certificate	60	6 months	None	5	Progression to N5
N5	National Certificate	60	6 months	None	5	Progression to N6
N6	National Certificate	60	6 months	None	5	Progression to Diploma
N Diploma	National N Diploma	360	N4–N6 + 24 mo	24 months (2,670 h)	6	SAQA/DHET recognized

Table 3: NATED Engineering Qualification Structure

.

Table 4: Assessment Components for Electrical Trade Theory N1–N6

Assessment Type	Description
ICASS	Internal Continuous Assessment: tests, assignments, projects
ISAT	Integrated Summative Assessment Task: end-of-term practical
Exams	External summative assessments by DHET

Table 4: Assessment Components

.

Table 5: Key Stakeholders and Roles

Stakeholder	Role
TVET Colleges	Curriculum delivery, student support, portfolio assessment
Private Colleges	As above (e.g., St Peace College)
City Power	Workplace exposure, supervision, curriculum feedback
DHET	Policy, quality assurance, diploma issuance
SAQA	Qualification recognition, NQF alignment
National Trade Portfolio Exam Dept	Portfolio assessment, moderation

Table 5: Stakeholder Roles

This comprehensive report synthesizes the findings, challenges, and recommendations arising from the City Power visit, providing a roadmap for continuous improvement in engineering education and workforce development in South Africa.

References

30

- 1reggs.saga.org.za

SAQA

- 2www.swgc.co.za

Report 191 / Nated N1 – N6 – SWGC – Welcome

- 3unisasapplication.co.za

City Power: 2025 Electrical Engineering Traineeship Programme

- 4www.citypower.co.za

Careers - City Power

- 5www.gov.za

Continuing Education and Training Act and National Qualifications ...

- 6www.engineeringnews.co.za

AIE is redefining engineering education as legacy N-programmes are ...

- 7statuscheck.co.za

SAQA Accreditation: How to Check if Your Qualification is Valid in 2025

- 8www.dhet.gov.za

Research Report on Curriculum Relevance and Responsiveness of selected ...

- 9www.macmillaneducation.co.za

breaks down the changes between the old and new NATED curricula. TVET ...

- 10www.dhet.gov.za

Teaching and Learning Plan 2025 - dhet.gov.za

- 11www.joburgetc.com

Claiming Damages from City Power in Johannesburg 2025

- 12www.iepa.org.za

Smart Metering Application Training - SMAT - iepa.org.za

- 13www.sseg.org.za

Session 3.2 Metering Systems - NECOM Wheeling Training Programme ...

- 14www.dhet.gov.za

REPORT 191 PROGRAMME SYLLABUS - dhet.gov.za

- 15pscbc.org.za

Learner Portfolio of Evidence SKILLS DEVELOPMENT PROGRAMME - PSCBC

- 16www.skillsacademy.co.za

How to Create a Portfolio of Evidence | ICB Courses

- 17inseta.org.za

INSETA LEARNERSHIP WORKPLACE EXPERIENCE LOGBOOK
INSTRUCTIONS 1.

- 18institutebm.org.za

workplace logbook - institutebm.org.za

- 19www.qcto.org.za

For assessment centres - QCTO

- 20www.regenesys.net

NQF Level 6 vs Level 7 | Differences & Careers | 2025

- 21www.aie.ac

Diploma in Electrical & Electronics Engineering NQF6

- 22community.marktdirect.co.za

NQF Levels in South Africa by South African Qualifications Authority (SAQA)

- 23www.saqa.org.za

SAQA Verifications Service

- 24www.saqa.org.za

Check Accreditation status - SAQA

- 25www.citypower.co.za

City Power

- 26www.studocu.com

Report 191 - NATED Programmes in Public Management & Engineering

- 27www.saflii.org

THE LABOUR COURT OF SOUTH AFRICA, JOHANNESBURG

- 28www.parliament.gov.za

PSIRA - ANNUAL REPORT 2024 | 2025

- 29www.saps.gov.za

Services | SAPS (South African Police Service)

- 30www.wikiprocedure.com

South Africa - Application to lodge a complaint on misconduct

SEKHUKHUNE TVET COLLEGE



This is to certify that

TSHINGOMBE TSHITAFI NATED

having satisfied the conditions prescribed by the

SAQA - Ndiploma

was awarded this Diploma in

**Electrical Engineering
(Heavy Current)**



A handwritten signature in black ink, appearing to be 'R. h.'.

Issued: 01-12-2000

ST. PEACE COLLEGE

SAQA N DIPLOMAT

This is to certify that

TSHINGOMBE TSHITADI

has been awarded a

NATIONAL DIPLOMA
ENGINEERING
ELECTRICAL



ST. PEACE COLLEGE

ST. PEACE COLLEGE



This is to certify that

TSHINGOMBE TSHITADI

having successfully completed the requirements by
the General Academic Council for the degree of

Doctor of Electrical Engineering
with Honours



Issued, 01-12-2000



President



**department
higher education**

Department.
Higher Education and Training
**REPUBLIC OF
SOUTH AFRICA**



STATEMENT OF RESULTS

This is to certify that

TSHINGOMBE TSHITADI

has been awarded a following

whereupon this

CERTIFICATE AND DIPLOMA

is hereby awarded

NQF LEVEL	SUBJECT	RESULT
N1	Mathematics	Passed
N2	Engineering Science	Passed
N3	Electrical Trade Theory	Passed
N4	Electrotechnics	Passed
N5	Industrial Electronics	Passed
N6	Industrial Orientation	Passed
N4	Plant Operation	Passed
N6	Orientation	Passed
N6	Industrial	Passed

Issued Official



ST. PEACE COLLEGE

01.12.2022

RECORD CERTIFICATE TRANSCRIPT

This is to certify that

TSHINGOMBE TSHITADI

has been awarded a

CERTIFICATE DIPLOMA

STATEMENT

LEVEL	SUBJECT
N1	Mathematics
N2	Engineering Science
N3	Electrical Trade Theory
N4	Electrotechnics
N5	Industrial Electronics
N6	Industrial Orientation
N6	Plant Operation

ST. PEACE COLLEGE


President



Issued, 01-12-2000



**department
higher education**

Department
Higher Education and Training
**REPUBLIC OF
SOUTH AFRICA**



CERTIFICATE AND DIPLOMA

This is to certify that

TSHINGOMBE TSHITADI

has satisfied the following whereupon

CERTIFICATE AND DIPLOMA

is hereby awarded

NQF LEVEL	SUBJECT	RESULT
N1	Mathematics	Passed
N2	Engineering Science	Passed
N3	Electrical Trade Theory	Passed
N4	Electrotechnics	Passed
N6	Industrial Orientation	Passed
N6	Industrial	Passed
N6	Plant	Passed
N6	Orientation	Passed

Issued Official

01.12.2022

ST. PEACE COLLEGE



Microsoft

CERTIFICATE OF COMPLETION

This is to certify that

TSHINGOMBE TSHITADI

has successfully passed the assessment of

Engineering, Azure, GitHub

has successfully assessed as

Engineering, Azure, GitHub

with Honours

Ryan Morris
Microsoft Representative



01.12.2022



department higher education

Department.
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DIPLOMA

This is to certify that

TSHINGOMBE TSHITADI

having satisfied the conditions prescribed in
respect of combination of NATED NC(V) subjects

is hereby awarded

**Doctor of Electrical
Engineering**

with Honours



Issued Official

Registrar

Issued, 01-12-2000

ST. PEACE COLLEGE

TRANSCRIPT

RNF

DIPLOMA AWARDED TO



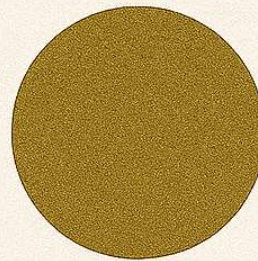
**TSHINGOMBE
TSHITADI**

is hereby granted a diploma in

ENGINEERING

with Flotonurs

Registrar



Issued, 02-28-2020

**SAROO
ENGINEERING**



TRANSCRIPT

This certifies that

TSHINGOMBE TSHITADI

has been granted a diploma in

SARAO ENGINEERING

Awarded: 21-07-2025



Ryan Morris

NRF Representative

TRANSCRIPT 01.12.2025



nrfconnect@nrf.ac.za
Nov 14, 2025, 2:36 PM (12)

TRANSCRIPT OF AWARD

Dear Tshingombe Tshitadi

This certifies that the NRF to continue provide input for an application to the NRF. In order for the NRF to continue with the evaluation of the application, we would be most grateful if you could submit the required input for the applicant.

Applicant: Mr Tshingombe Tshitadi

Email Address: tshingombefiston@gmail.com

Opportunity	Reference	Status
SARAO Bachelor in Engineering Technology and Diploma in Engineering Technology Scholarships TSHINGOMBE TSHITADI	SBDET250721 346098	Designated Authority Submission Review

Ryan Morris
Microsoft Representative

Issued, 01-12-2022

ST. PEACE COLLEGE



DIPLOMAT

is granted that

TSHINGOMBE TSHITADI

in recognition of the successssful
completion of the RNF Award
conferred by SAROO Engineering

DIPLOMA



President

is granted to

President

Issued, 01-12-2000

ST. PEACE COLLEGE

COURSEWORK TRANSCRIPT

Course Assessment

Internal Assessment

Quality assurance 2017 - Awarding Procedures

ENGINEERING

Holistic Judgement

Course Details

- Course Profiles Assessment
 - Development Fundamentals for Vocational Qualifications
 - Delivering and Marking SQA Advanced Qualification Graded Units
 - Personal Finance Award SCQF Level 6
 - Developing a Coaching Mind-Set
- Virtual Work Experience
-

Webinar: Online Standards Development
(OSD) – Latest Release (5.1)

SBDET250721346098

21/07/2025

Designated Authority Submission Review



Ryan Morris NRF Representative

SCQF Level D 



IJETR

International Journal of Engineering &
Technical Research

(AN ISO 9001:2008 CERTIFIED INTERNATIONAL JOURNAL)

CERTIFICATE

This is to certify that

**TSHINGOMBE
TSHITADI**

has participated in the research
published by this diploma reposit

TSHINGOMBE TSHITADI

IJETR Profile Number ID

IJETR3183



Certified, 01-12-2025



Connecting research
and researchers

Personal information

0009-0005-2690-9559

[Preview public record](#)

Personal information

Emails & domains

tshingombefiston@gmail.com

Names

tshingombe tshingombe

Websites & social links

Keywords

Education technology research

Countries

South Africa

Activities

[Collapse all](#)

[Collapse all](#) ▼

Employment (1)

Atlantic International University: Honolulu, US

2023-02 to present | Engineering (Engineering)

Employment

[Employment](#)

Show more detail | Source :

tshingombe tshingombe

Education and qualifications (1)

Microsoft (United States): Redmond, US

2024-02-02 to 2027-02-02 | Engineering

Education

[Education](#)

Show more detail | Source :

tshingombe tshingombe

Funding (1)

Education technology engineering

2024-02 to 2026-01 | Award / Award (Alexandria, US)

Award

[Home page URL](#)



MINI COURSE

CERTIFICATE

THIS IS TO CERTIFY THAT

**TSHINGOMBE
TSHITADI**

HAS SUCCESSFULLY COMPLETED
A COURSE FOR THIS DIPLOMA
REPOSITORY

ON-12-2025

HAS SUCCESSFULLY COMPLETED
A COURSE



IJETR Profile Number
IJETR3183

President



Certified:
01-12-2025

Completed Mini Courses to Download

Download Mini Course Certificates

Click 'download' to obtain your Mini Course Certificate for the Mini Courses you've watched, marked as completed, and paid \$25 for each. This list will exclusively display those certificates available for download. If any certificates are missing, please ensure you've marked those mini courses as watched, updated accordingly, and completed the \$25 payment for each.

Subject	Date	Action
Clean Energy Technology, Ecotechnology Applications	02/06/2025	download
Integration of Electronic Engineering in Construction and Civil Engineering	02/06/2025	download
Masters In Immutable Data Storage Solutions for Web Design	02/06/2025	download
Advanced Cyber-Physical Systems in Telecommunications	02/06/2025	download
Master's Program in Artificial Intelligence and Machine Learning for Software Engineering	02/06/2025	download
Advanced Studies in Autonomous Vehicles and Drones for Electric Vehicle Engineering	02/06/2025	download
Specialist Engineering in Infrastructure and Contractors: Electrochemical Engineering	02/06/2025	download
Energy Storage and Battery Technology	02/06/2025	download
Advanced Robotic Process Automation in Electrical Engineering	02/06/2025	download
Master's in Artificial General Intelligence and Social Sciences	02/06/2025	download



Atlantic
International
UNIVERSITY

CERTIFICATE

This is to certify that

**TSHINGOMBE
TSHITADI**

**DOCTORAL ENGINEERING
ELECTRICAL**

SUBJECT: BUILD CURRICULUM

IJITR Profile Number ID

IJETR3183



Certified, 01-12-2025

Completed Mini Courses to Download

Download' to obtain your Mini Course Certificate for the Mini Courses you've watched as completed, and paid \$25 for each. This list will exclusively display those certificates for download. If any certificates are missing, please ensure you've marked those mini courses as watched, updated accordingly, and completed the \$25 payment for each.

Completed Mini Courses

Project Lifecycle & Stakeholder Engagement

[Download Mini Course Certificate](#)

Strategic Collaboration Junctions with SMEs in "Project Management" with an Emphasis on Saudi Arabia

[Download Mini Course Certificate](#)

The Importance of Standardization for the Propagation of Innovation

[Download Mini Course Certificate](#)

Introduction to Project Management

[Download Mini Course Certificate](#)

Download Mini Courses

Completed Mini Course Certificate

[Download Mini Course Certificate](#)

My Courses: Tshingombe fiston

Use the transcript to manage all active training.

14:15 HRS	AGGREGATE TRAINING	FISCAL YEAR ENDING	COST
AGOREGAF TRAINING COMPLETED 14:15 HRS	COMPLETED 14:15 HRS	12/31/2025	R0.00
Filter by Training Status: ActiveSort by Date AddedFilter by Training Type: All TypesSearch			
Search Results (140)			
Schndder Home Certification	Due : No Due Date	Training Type: Curriculum	Active
Industrial Automation Using EcoStruxure Automaion Expert	Due : No Due Date	Training Type: Curriculum	Active
Wind Energy Fundamentals	Due : No Due Date	Online Class: Online Class	Active
EBO 2024: Advanced Engineering	Due : No Due Date	Training Type: Curriculum	Active
Professional Energy Manager Esain LearningPath	Due : No Due Date	Training Type: Curriculum	Active
EBO 2023: Engineering EBO	Due : No Due Date	Training Type: Curriculum	Active
EBO 2023: Engineering Upgrade	Due : No Due Date	Online Class: Curriculum	Active
Sustainability to Modicon Switches	Due : No Due Date	Training Type: Online Class	Active
Advanced Electrical Safety (Multiniingal)	Due : No Due Date	Training Type: Curriculum	Active
How to Perform's Security Code Review	Due : No Due Date	In Progress: Online Class	Active
FcoStruxure Building: Prescription: Mechatcal & Control - Part 1	Due : No Due Date	In Progress: Test	Failed
MotionSizer for PacDrive 3 (VILT)	Due : No Due Date	In Progress: Curriculum	Active
EcoStruxure Building: Prescription ad/Fond Geographic Inform.	Due : No Due Date	In Progress: Test	Failed
MotionSizer for PacDrive 3 [Test]	Due : No Due Date	In Progress: In Progress	Failed
EcoStruxure Vnde- Destination Accurda	Due : No Due Date	Training Type: Test	Failed

Hello Daily chgenbs

Impact Company

Content

Training

Installed Base

Programs

Admin Console

Product Subsoimillion Tool

Try out or Product: Selector

World's Most Sustainable Company

Try auu \$\$ Product floor Salfcor

World's Most Sustainable Company

Is o,oeew:ile so fi /

World's Most Sustainable Company

Compare Work a.UO

Exclinnablers at the co.

is op,so Impower: 400:

ure and bavivek' vold.

Imperorres va: ind or.

Corporale khights Stuba

Uo inaterept.

mildcorrer soresse,

je, signridi anos,

1055, pu urthe

setendinble from

o,bavie bolts for

PAATYK,NORE.

mySchneider

my'schnslder: Terms of use

Privacy Policy

© 2025, Schneider: Eselectric

Moru'v

shingombe fiston > My Courses: Tshingombe fiston

Courses: ngombe fiston

anscript to manage all active training.

14,15 HRS

FISCAL YEAR ENDING

R0.00

AGGREGATE TRAINING
COMPLETED

12/31/205

COST

Filter by

Training Status

Active

st 1346.

Actions ▼

Filter

aining Status

Active ▼

Date Added ▼

Filter by Training Type All ▼

Search by Keyw

Sto KE90

ler Horne Certification

Due Date

n Progress

Type : Curriculum

Status : Active

Product Sele

This toot is design
you through the p
selection process

Try our Product &

Schneider
Electric

ort

Transcarit

⚠ Actions

rfiston

My Courses: Tshingombe Fiston

Use the transcript to manage all active training.

14.15 HRS

AGGREGATE TRAINING.COMPUTED

AGEREGNTFRALING

12/31/2025

Fiston

anage

Filter by Training Status Active Sort by Date Added

Filter by Training Status

All Types

Search

ilbring.

Search Results (140)

Search Results (140)

ior Tool

assist you th
ction process.

Selector

Schneider Home Certification

Due : No Due Date

Status : In Progress

Training Type : Curriculum

Training Status : Active

ider
cctric

Product Selector Tool

Due in Progress

Training Type : Active Active

Hello
tshingc

Content

Training

Installed Ba

Programs

mySchneider

User requests

Products

Installed Base

Programs

Certificate

This is to certify that

TSHINGOMBE TSHITADI

ID Number 81052862880085

has fulfilled the requirements for the
qualification as a

**ASESSOR / MODERATOR
ENGINEERING ELECTRICAL**

Date of Issue: 2024-04-04

SAQA Reg. No: 649703717

President



Burton Naicker



This is to certify that

Tshingombe Tshitad

is a competent

ENGINEERING ASSESSOR

and **MODERATOR**

at NQF level 5

A handwritten signature in black ink, appearing to read 'S. Tshitad', is written over a horizontal line.

Authoized Signature

22 December 2024

Issue Date

Schneider Electric

**QUOR RECTIFICATE TESTE GRADE
ENGINEERING TRADES MAN CERTIFICATE**

This is to certify that

Tshingombe Tshitiadi

Occupation

Engineering Fabrication



Registrar





Department of
Higher Education
and Training

REPUBLIC OF
SOUTH AFRICA

QCTO

QUALITY COUNCIL FOR
TRADES AND OCCUPATIONS

My Courses: Tshingombe Fiston

Use the transcript to manage all active training.

14.15 HRS

AGGREGATE TRAINING COMPLETED

FISCAL YEAR ENDING 12/31/2025

conducted at **ST PEACE COLLEGE**

on 2024-06-21 and is therefore

**AWARDED THIS NATIONAL
CERTIFICATE (TRADE TEST)**

at level 4 of the National Qualifications
Framework (NQF).

mySchneider
Electric

Impact Company

Dr. Thulani Gcabashe

Chief Executive
Officer
QCTO

mySchneider Terms of Use 2025



**QUOR RECTIFICATE TESTE GRADE
ENGINEERING TRADES MAN CERTIFICATE**

This is to certify that

Tshingombe Tshitad

Occupation

Engineering Fabrication

A handwritten signature in black ink, appearing to be 'P. A.', is written over a horizontal line.

Registrar





This is to certify that

**TSHINGOMBE TSHITAD
CHABELA**

ASSESSOR / MODERATOR

is a competent of

**Engineering Fabrication
Security Management Electronics
Engineering
ST PEACE COLLEGE ASSESSMENT POLICE**

ST FEACEOLLEGE ASSESSMENT POLICE

22 December 2024



PSIRA

PRIVATE SECURITY INDUSTRY
REGULATORY AUTHORITY

CERTIFICATE

This is to certify that
TSHINGOMBE TSHITADI CHABELA
has fulfilled the requirements for the
qualification as a
ASSESSOR / MODERATOR
ENGINEERING ELECTRICAL
at St Peace College
and is therefore awarded this
NATIONAL CERTIFICATE (TRADE TEST)
at level 4 of the National
Qualifications Framework (NQF)

Simon Bienart
Director



SASSETA





**METROPOLITAN
POLICE**

SERVICE

CERTIFICATE

This is to certify that

Tshingombe Tshitadi

holds a

**BLOCK MARK LICENCE IN
ENGINEERING**

Occupation: **ENGINEERING
ELECTRICAL**

conducted at **ST PEACE COLLEGE**

on 2024-06-21 and is
therefore awarded this
**NATIONAL CERTIFICATE
(TRADE TEST)**
at level 4



Or Thulani Gcabashe
Chief Executive Officer OCTO



NATIONAL CERTIFICATES (VOCATIONAL)

DIPLOMA

AWARDED IN

**ENGINEERING STUDIES
(ELECTRICAL)**

**TSHINGOMBE
TSHITADI**

EXECUTIVE OFFICER

A blue ink signature of the Executive Officer.

ENTRY LEVEL

COURSE LEVEL

N4





REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF HIGHER EDUCATION AND TRAINING
awards

**National N Diploma
IN ELECTRICAL ENGINEERING**

to,

Tshingombe Tshitadi

who has satisfied the requirements for the award of a National N Diploma by obtaining Certificates N1, N2, N3, N4, N5, and N6 in the Engineering Studies majoring in the following subjects:

**Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operational
Electrotechnical
Electrotechnology**



Permanent Secretary

ID -- 4861340498015

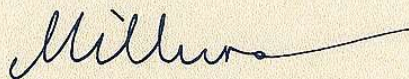
01/08/2021

SAQA
SANATED
DIPLOMA
ENGINEERING
STUDIES
(ELECTRICAL)

TSHINGOMBE
TSHITADI

Mathematics	Orientation Industrial
Engineering Science	Plant Operation
Engineering Drawing	Electrotechnics
Electrical Trade Theory	Electrotechnology
Industrial Electronics	

**DIRECTOR OF
FINAL ASSESSMENT**



MIHULWA SEROBE

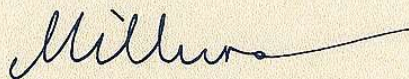


SAQA
SANATED
DIPLOMA
ENGINEERING
STUDIES
(ELECTRICAL)

TSHINGOMBE
TSHITADI

Mathematics	Orientation Industrial
Engineering Science	Plant Operation
Engineering Drawing	Electrotechnics
Electrical Trade Theory	Electrotechnology
Industrial Electronics	

**DIRECTOR OF
FINAL ASSESSMENT**



MIHULWA SEROBE


SAQA
SANATED

NATED



DIPLOMA

ELECTRICAL ENGINEERING

TSHINGOMBE TSHITADI

DIPLOMA

ELECTRICAL ENGINEERING

Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operational
Electrotechnical
Electrotechnology

ST PEACE COLLEGE

N1 to N6 Engineering Studies

A stylized, handwritten signature in black ink, likely belonging to the Issuing Officer.

ISSUING OF RECTER



NATED

QCTO TEST TRADE

DIPLOMA

ELECTRICAL ENGINEERING

TSHINGOMBE TSHITADI

TRANSCRIPT RECORD

Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operational
Electrotechnical
Electrotechnology

ST PEACE COLLEGE

IMAGING OF RECER



ST PAINT PEACE COLLEGE

DEPARTMENT OF HIGHER EDUCATION & TRAINING

NATED QCTO TRADE TEST QCTO

Irregularity • Material • Final

DIPLOMA ELECTRICAL ENGINEERING TSHINGOMBE TSHITADI TRANSCRIPT RECORD

Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operational
Electrotechnical
Electro-technology

ST PEACE COLLEGE N1 TO N6

DIPLOMA

ST PEACE
COLLEGE

Courses in Curriculum	Credit value of the course	FTE student Total
Industriel electronics	n1	
Electronical trade theory	n3	
Mathematics	n4	

IMAGING OF RECER

DHET NN DIPLOMA

WEIGHTING OF COURSES

CERTIFICATE ENGINEERING STUDIE / N DiplomaENGINEERING

Course in curriculum

Industrial electronics n1
Engineering drawing n1
Mathematics n1

Industrial electronics n1
Electronical trade theory n3
Engineering science n3
Electro- technology n3
-electrical trade theory n3
-electrical technology n3

Electrotechnics n4
Industrial electronics n4
Engineering science n4
Mathematics n4

N2 SCALING PLACEMENT

Certificate	Census day enrolments	Credit value of the course	FTE
Industrial electronics n1	0.33	0.33	1
Engineering drawing n1	0.33	0.33	1
Electrical trade theory n1	0.33	0.33	1
Mathematics n1	0.33	0.33	1
N2 SCALING PLACEMENT			
Industrial electronics n3	0.33	0.33	1
Electronical electronics n4	0.33	0.33	1
Engineering science n4	0.33	0.33	1
Mathematics	0.33	0.33	1

Certificate



**SAQA
NATED**

STATEMENT OF RESULTS

Irregularity Material Final

DIRECTOR: ASSESSMENT

N DIPLOMA

ELECTRICAL ENGINEERING

TSHINGOMBE TSHITADI

The participant obtained Certificates N1, N2, N3, N4, N5, and N6 in the Engineering Studies majoring in the subjects listed below:

Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operational
Electrotechnical
Electrotechnology



ISSUING OF RESULT

ISSUING OFFICER

NATED
TRANSCRIPT RECORD
DIPLOMA
ELECTRICAL ENGINEERING
to,
TSHINGOMBE TSHITADI

Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operation
Electrotechnics
Electrotechnology

DIRECTOR OF
FINAL ASSESSMENT



ASSANDA PILAYE



SAQA
SANATED

NATED
Irregularity • Material • Final
DIRECTOR:ASSESSMENT
N DIPLOMA
ELECTRICAL ENGINEERING
TRANSCRIPT RECORD
TSHINGOMBE TSHITADI
TRANSCRIPT RECORD

The participant obtained Certificates N1, N2, N3, N4, N5
and N6 in the Engineering Studies majoring in the
subjects listed below.

Mathematies
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operationel
Electrotechnical
Electrotechnology


IHAGIIG OF RECER

DIPLOMA
ELECTRICAL ENGINEERING
TSHINGOMBE TSHITADI

TRANSCRIPT RECORD
ELECTRICAL ENGINEERING

Mathematics
Engineering Science
Engineering Drawing
Electrical Trade Theory
Industrial Electronics
Orientation Industrial
Plant Operational
Electrotechnics
Electrotechnology

DIRECTOR OF
FINAL ASSESSMENT


ASSANDA PILAYE

ST PEACE COLLEGE



DEPARTMENT OF HIGHER EDUCATION & TRAINING

STATEMENT OF RESULTS

WEIGHTING OF COURSES CERTIFICATE ENGINEERING / N DIPLOMA ENGINEERING

Course in curriculum	Certificate	Census day enrolments	Credit value of the course	FTE student Total
Industrial electronics N1	Courses in Curriculum			
Engineering drawing N1	Industrial electronics N1			0.33
Electrical trade theory N1	Engineering drawing N2			0.33
Mathematics n1	Electrical trade theory N1			0.33
Industrial electronics N3	Mathematics			0.33
N2 SCALING PLACEMENT	Electrotechnics n4			0.33
Industrial electronics n3	Industrial electronics n3			0.33
Electronical trade theory n3	Engineering science n4			0.33
Engineering science	Mathematics			0.33
Electro- technology n3				
-Industrial orientation n3				
-plant operation theory n3				
-electro - technology n3				
-electrical trade theory n3				
Electrotechnics n4				
Industrial electronics n4				
Engineering science n4				
Mathematics n4				
	Census day	Credit value of the course	FTE student Total	
	Industrial electronics	0.33		1
				1

ST PEACE COLLEGE N1 TO N6

DHET

nn DIPLOMA

UCPD • BACHELOR • DOCTORAL

WEIGHTING OF COURSES

**CERTIFICATE ENGINEERING STUDIES / N DIPLOMA
ENGINEERING**

TSHINGOMBE

Industrial electronics n1

Engineerring drawing n1

Electrical trade theory n1

Mathematics n1

Industrial electronics n1

Electrical trade theory n1

Mathematics n1

N2 SCALING PLACEMENT

Industriel electronics n3

Electronical trade theory
n3

Electro- technology n3

N2 SCALING PLACEMENT

Industriel electronics n3

Electronical trade theory n3

Engineering science n3

Electro- technology n3

-Industrial orientation n3

-plant operation theory n3

-electro-technology n3

-electrical trade theory n3

Electrotechnichnics n4

Industrial electronics n4

Engineering science n4

Mathematics n4

ST PEACE COLLEGE

N1 TO N6

APPROVED BY: QCTO

TRANSCRIPT RECORD

PROFILE REVIEW

Issued to

Tshingombe

Skill Assessment

Self-assess your skills to provide additional context to recruit
reviewing your application and profile.

All Skills

Stakeholder Communication

Expert

The last time the skill was utilized
Jacobs Engineering (Engineering)



Certificate of Profile Review

tshingombe tshitadi

Skill Assessment

Self-assess your skills to provide
additional context to recruiters
reviewing your application and profile.

All Skills

Stakeholder Communication

Expert

The last time the skill was utilized
Jacobs Engineering (Engineering)

Transcript Record

Modderateř asessor

[Administration](#) > My Profile

User Id	127952
User Name	Tircq0000106
E-mail Address	tshingombefiston@gmail.com
Account Active	External User
User Type	Assessor

Provider Name Assessor

◀ seek · w ▶ ◀ 1 - 1 of 1 items see e e →		
Create Date	Last Update Date	Create User
select	select	select

Supported Browsers : © 2025 All rights reserved. Multi Domain SSLMulti: Domai



**SASSETA Moderator
Assessor
Engineering**

**tshingombe
St Peace College
DHET**



higher education
& training

Department of
HIGHER EDUCATION
AND TRAINING

ENGINEERING STUDIES / N DIPLOMA ENGINEERING

WEIGHTING OF CERTIFICATE COURSES IN CURRICULUM

INDUSTRIAL ELECTRONICS N1	N1		
ENGINEERING DRAWING N1	INDISCLAING PLACEMEN N3		
ELECTRICAL TRADE THEORY N1	INDUSTRIAL ELECTRONICS N3		
MATHEMATICS N1	ELECTRICAL TRADE THEORY N3		
N2 SCALING PLACEMENT	ENGINEERING SCIENCE N3		
INDUSTRIAL ELECTRONICS N3	ELECTRO-TECHNOLOGY N3		
ELECTRICAL TRADE THEORY N3	-PLANT OPERATION THEORY N3		
ENGINEERING SCIENCE N3	-ELECTRO-TECHNOLOGY N3		
ELECTRO-TECHNOLOGY N3	-ELECTRICAL TRADE THEORY N3		
	N4		
	ELECTROTECHNICS N4		
	INDUSTRIAL ELECTRONICS N4		
	ENGINEERING SCIENCE N4		
	MATHEMATICS N4		
Course	Consus day enrolments	Credit value of the course	FTE student total
INDUSTRIAL ELECTRONICS N1	0.33	1	
ELECTRICAL TRADE THEORY N3	0.33	1	
ENGINEERING SCIENCE N3	0.33	1	
ELECTRO-TECHNOLOGY N3	0.33	1	
-INDUSTRIAL ORIENTATION N3	0.33	1	
-PLANT OPERATION THEORY N3	0.33	1	
-ELECTRO-TECHNOLOGY N3	0.33	1	

Recent applications

Submission No	Name	Date	Status	Electronic	Electronic Certificate
2022076665098	I'shitadi 'Ishingombe	2024-08-12 11:36	Submitted	Certificate	
2022111630911	I'slion tshingombe	2022-06-03:09:36	Pending	Document(s)	
2023031185021	I'shtadi Fislattgronite	2024-05-11.18.45	Pending	Document(s)	
202207128014	Ishitadi "shingombe	2024-07-15 13.31	Pending. Document(s)	Pending, NCV and writtber reinbrnation STPEACE COLLEBHI	

Courses in Curriculum Weighting of Courses

- Industriel electronics n1
- Engineering drawing n1
- Electrical trade theory n1
- Mathematics n1
- Industriel electronics n1
- Electrical trade theory n1
- Mathematics n1
- **N2 SCALING PLACMNT**
- Industriel electronics n3
- Electronical trade theory n3
- Engineering science n3
- -Industrial orientation n3
- -plant operation theory n3
- -electro – technology n3
- Electrical trade theory n3

Certificate Courses in Curriculum

Census day enrolments	Credit value of the course	FTE student	Total
Industriel electronics n1	0.35	1	1
Engineering drawing n1	0.33	1	1
Electrical trade theory n1	0.33	1	1
Mathematics n1	0.33	1	1
Industrial electronics n1	0.33	1	1
N2.SCALING/PLACEMENT	0.33	1	1

have any enquiries. Recent applications

Submission No	Name	Date	Satus	Status	
Electronic Certificate	Tshitadf Tshingombe	2024-02-42-11:36	Submitted	Submitted	
Tenirronic Certificate	Tshitadf Tshingombe	2023-08-02-08:56	Pending Documenti(s)		

WEIGHTING OF COURSES IN CURRICULUM

Name of student

ENGINEERING STUDIES / N DIPLOMA ENGINEERING

Course in curriculum

INDUSTRIAL ELECTRONICS N1

ENGINEERING DRAWING N1 - Industrial electronics N3

ELECTRICAL TRADE THEORY N1 - Electrical trade theory 33

MATHEMATICS N1 - Engineering science n3

N2 SCALING PLACEMENT - Electro- technology n3

INDUSTRIAL ELECTRONICS N3 - Plant operation theory n3

ELECTRONICAL TRADE THEORY 3 - electro- technology n3

MATHEMATICS N3 - electrical electrochemistry

Industrial electronics N3 mathematics

Engineering science n4 electrotechnical

Industrial electronics N4 industrial electronic

engineering science

Course	Census day enrolments	Credit value of the course	FTE student Total
INDUSTRIAL ELECTRONICS N1	0.33	1	1
ENGINEERING DRAWING N1	0.33	1	1
ELECTRICAL TRADE THEORY N1	0.33	1	1
MATHEMATICS N1	0.33	1	1
N2 SCALING PLACEMENT	0.33	1	3

Recent applications

Submission No	Name	Date	Status	Electronic Certificate
2022070865055	Tshitadi Tshingombe	2024-02-12.11.36	Submitted	
202211165061	fiston tshingombe	2023-06-03.09.56	Pending Document(e)	
202303115021	Tshradi Fiston Tshingombe	2023-03-11 13.45	Pending Document(e)	
202207125014	fshitadi tshingombe	2023-01-16 13.31	Pending, NCV and RATED combination / St PEACE	

Doctoral Master Bachelor UC PD PRecord: DHET NN Diploma in Engineering Certificate

Course In Curriculum Tshingombe Tshad

- Industriel ellectronics n1
- Engineering drawing n1
- Electrical trade theory n1
- Mathematics n1
- Industriel ellectronics n1
- Electrical trade theory n1
- Mathematics n1
- **N2 SCALING PLAEMENT**
- Industriel Electronics N3
- Electronical Trade theory n3
- Engineering science n3
- –Industrial orientation n3
- –plant operation theory n3
- –electro –technology n3
- Electrical trade theory N3
- Electrotechnichnics N4
- Industrial Electronics N4
- Engineering science N4
- Mathematics Electrotechnical

Certificate Courses in Curriculum

Course	Census day enrolments	Credit value of	Total
Industriel electronics n1	0.33	1	1
Engineering drawing n1	0.33	1	1
Electrical frade theory n1	0.33	1	1
Mathernatics n1	0.33	1	1
Industrial electronics n1	0.33	1	1
Electrical frade theory n1	0.33	1	1
Mathernatics n1	0.33	1	1

have any enquiries Recent applications

Submission No	Name	Date	Status	Status
2022679999995	Tshited/ Tshingombe	2024-02-12. 11:35	<i>Sunblited</i>	
202211189991	Fshon1shingombe	2023-06-03. 09:58	Pending_Document(s)	
202303110031	Tshited/ Eston Tshingombe	2023-03-13. 13:48	Pending_Document(s)	

Tshingombe, Tshitadi



Career Discovery Award

Mountaineer Progress 5 of 12.

★ Expeditioner

You have 21,800 points Earn 13,400 more points to reach Expeditioner rank.



Your Personal

[Your Monthly Learner Report](#)

Become an Agentblazer

Start your Agentblazer journey now with the level!

Amp: Trending
Set your Agentblazer journey now, learn

Goals and Achievements in Now

Automate Business Processes as an Admin 0

Build Experiences with Lightning

Build with Lightning Studio for Managed Packages

Data Modeling 0
Lead out the

Trending Topics

Einstein Bots
Learn about Einstein Bots

Digital Engagement
Learn about Digital Engagement

Tips And Tricks
Learn about Tips And Tricks

Trending Topics



Courses in November 2025
[Learn completed](#)

Goals & Achievements

[in job completed](#)

Trending Topics

Trending Topics £83

5-yearly hopes
Discovering the possibilities

Downloaded no more
Virtual state



Tshingombe

Engineering Electrical
confrontation

Engineering
Electrical Sargent

Johanneburg Gauteng
Teach Rileas

In Progress

Quick Start: Lightning Web Components
Play P2P

MuleSoft RPA Design Documentation
Reveils 55% points

In Progress

Diploma in Applied Psychology
Consumer Review

Advanced Diploma in High School Chemistry
The Chemistry

Completed 0 courses online -
0 closer

tshingombe: Your Monthly Learner Report is in!



0 courses 0 dai account no
courses to sample
[Learn more](#)

Diploma in Applied Psychology
Consumer Review

Advanced Diploma in High School Chemistry
The Chemistry

Monthly Learner Report in October

November 2025

Mon	Tue	Wed	Thurs	Fri	Sat
			1	2	3
4	5	6	7	8	9
10	11	12	13	14	15
16	17	18	19	20	21

Quick Start: Lightning Web Components

Flashlight 68%

MuleSoft EPA Design Documentation

Flashlight 33%

Insurance Quoting Foundations

Flashlight 16%

In Progress

★ BuiltWithAgentforce Quest 85%

Quick Start: Build Service Agent with Agentforce

Flashlight 86%

Become an Agentblazer Start

your Agentblazer journey now with Agentblazer Champion hall

[Close](#)

tshingombe: Your Monthly Learner Report is in!

[Your courses overview](#) MO earned 2 7 days this month



> Or Saco if it's the first month

	1. ellory	1 days
	1. show Silver	1 day
	1. Bronze	1 day
	1. Bronze show	1 week

Goals and Achievements in November

Annotated Courses More fast
Achievements
0 courses

Courses completed 0 courses
5 weeks
1 month

Keep learning and more results?

Your Monthly Learner Report is in!

Check out your stats for the month, see how you're growing, and aim to achieve even more month!



Learning Stats in November

< November 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	17	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

You learned

1 days this month

Total Time

21 mins

Total Learning

21 mins

Best learning day

21 mins

Total Time Learning

1 Bvree

1 Silver Browes

Average number of hours you learn on the 2nd



Want to make your achievements!

[Keep learning and achieve more!](#)

My Learning in November



Your Learning in November



50 Million + learners



Your Learning in November

Mondial

Courses in Progress



You completed zero courses in November

Alison Graduates



Psychometric Assessment
11 November

Psychometric Assessment for caregivers and Counsellors

Enrolled on 17th November, 2025

Allison Graduates

[View Your Profile](#)

South Africa

Graduation Year

Country



tshingombe
fiston

ZAF South Africa
Jun 25

ZAF South Africa
Jun 25

[View Your Profile](#)



tshingombe
fiston

ZAF South Africa
Jun 25

ZAF South Africa
Jun 25

[View Your Profile](#)



tshingombe
fiston

ZAF South Africa
Jun 25

ZAF South Africa
Jun 25

[View Your Profile](#)

Alison Graduate Certificate

Check out your stats for the month, see how you're growing, and aim to achieve even more next month!



Learning Stats in November

November 2025

Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1
2	3	4	5	6	8
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30					

Days you learnt

1 days this month

0 days less
than last lamonth

Best time Learning

 **21 mins**

Best learning day

 the new
Learner

 **0 Gold**

Learn 3 days in
a week to earn
Gold

 **1 Silver**

Learn 2 days in
a week to earn
Silver

 **1 Bronze**

Learn 1 day in
a week to earn
Bronze

Goals and Achievements in November

 **0** Courses you completed

 **0** Certificates you claimed

 **1** Courses in progress
83%

Keep learning and add more
achievements!

Your Learning in November

 **0** Courses you
completed

 **0** Certificates you
claimed





ODhet SAQA Discovery Award

Prize for Research Innovation

tshingombe tshitadi

NATED NCV Curriculum
Engineering Moderator Facilitator
Prize Achievement Meritus
Career Mentor

IN DIPLOMA DISCOVERY

Electrical Engineering Didactic Material
for Learner



Electrical Engineering Didactic
Material for Learner



ODhet SAQA Discovery Award

Prize for Research Innovation

tshingombe tshitadi

NATED NCV Curriculum

Engineering Moderator Facilitator

Prize Achievement Meritus

Career Mentor

IN DIPLOMA DISCOVERY

Electrical Engineering Didactic Material
for Learner

SciBono Journey Expert Assessment Library

Digital Career Mentor Written Job CV

Learner Job \ Technical Documentà:0



Electrical Engineering Didactic Material
for Learner



department
Higher
Education and Training
REPUBLIC OF SOUTH AFRICA

Weighting of Courses Certificate Engineering Studies / National N Diploma Engineering

STUDENT: TSHINGOMBE TSHITADI

Courses in Curriculum

	Census Day Enrolments	Credit value of the course
Industrial electronics N1		
Engineering Drawing N1		
Electrical trade theory n1	0.33	1
Mechanics electronics n1	0.33	1
Electrical electronics N1	0.33	1
Electrical trade theory n1	0.33	1
N2 SCALING PLACINENT	0.33	1
Industrial electronics n3	0.3	1
Engineering science n3	0.3	1
Electro – technology n3	0.3	1
Industrial trade theory n3	0.3	1
Electrotechnics n4	0.33	1
Industrial electronics n4	0.3	1
Engineering science n4	0.3	1
Mathematics n4	0.3	1
ELECTROTECHNIC	0.33	1
MATHEMATIC N5	0.33	1
POWER MACHINE N5	0.33	1
INDUSTRIAL ELECTRONICS N5	0.33	1
ELECTROTECHN	0.33	1
ENGINEERING PHYSIC N6	0	1
INDUSTRIAL ELECTRONICS N5	0.33	1

Table 15. / Weighting of Courses: Certificate Engineering Studies / National N Diploma Engineering

Have any enquiries. Recent applications

Submission No	Name	Date	Status	Electronic Certificate	Document(s)
202207095055	Tshitadi Tshingombe	2024-02-12 11:38	Submitted	Relevant	NCM and NATET Combination / or Paace College
	Fiston Ishingombe	2025-08-03 09:56	Pending		
202202115021	Tshitadi Fiston Tshingombe	2025-09-11 13:45	Pending		
202207125014	Tshitadi Ishingombe	2023-01-16 13:31	Pending		

DHET Weighting of Courses

Certificate

Engineering Studies / N Diploma Engineering

STUDENT NAME: TSHINGOMBE TSHITADI

Course in curriculum

Industriel electronics n1
 Electronical trade theory³
 Engineering science n3
 Electro- technology n3
 -industrial orientation nn3
 -plant operation theory n3
 -electro- technology n3
 -electrical trade theoryn3
 N2 SCALING PLACEMENT
 Industriel electronics n4
 Industrial electronics n⁴
 Engineering science n⁴ ^ 4
 Mathematics n⁵
 Electrotechnic n5
 Mathematic n5
 Power machine n5
 Industrial electronics n5
 Electrotechnic
 Engineering physic n6
 Industrial electronics n6
 Mathematic

Certificate Courses in Curriculum	Census day enrolments	Credit value of course	FTE student
Industriel electronics n1	1	0.33	1
Engineering drawing n1	1	0.33	1
Electrical trade theory n1	1	0.33	1
Mathematics n1	1	0.33	1
N2 Scaling Placement	1	0.33	1
Industriel electronics n4	0.33	0.33	1
Engineering science n4			
Mathematic n4	0.33	0.33	1
Electrotechnic n6	0.33	0.33	1
Engineeering physic n6	0.33	2.31	7
Mathematic	7	2.31	7
Total	7		7



DHET

Weighting of Courses

Certificate Engineering Studies / N diploma Engineering

STUDENT: TSHINGOMBE TSHITADI

Courses in Curriculum

Master and Doctoral	Census Day	Credit value
Industrial electronics n1	Enrolments	of the course
Engineering drawing N1	0.33	1
Electrical trade theory n1	0.33	1
Mathematics n1	0.33	1
N2 SCALING PLCEMENT	0.33	1
Industriel electronics n3	0.33	1
Electrenical trade theory n3	0.3	1
Enginerig science n3	0.3	1
-Industrial orientation n3	0.3	1
-plant operation theory n3	0.3	1
Electro-technology n3	0.34	1
Industrial Electronics n4	0.33	1
Industrial electronics n4	0.3	1
Mathematic n4	0.33	1
ELECTROTECHNIC MATHEMATIC N5	0.33	1
POWER MACHINE N5	0.33	1
INDUSTRIAL ELECTRONICS N5	0.33	1
MATHEMATIC	0.33	1

Table 15 / Weighting of Courses. Certificate Engineering Studies / National N Dipoloma Engineering

Have any enquiries.

Submission No	Name	Date	Status	Electronic Certificate	Document(s)
202207055055	Tshitadi Tssingombe	2024-02-12 11:36	Submitted		NCV and NATEH
202211165081	fiston fshingombe	2023-03-00.09:36	Pending		Constitution / St Peace College
202309115021	Tshifadi Fiston Tshingo	2023-03-11 13:46	Pending		
202207125014	tshitadi Tssingombe	2023-01-16:13:31	Pending.		

**SAQA
N**
**Diploma
and
Certificate
Award**
DEGREE
Post Graduate
NQF6
**Engineering
Electrical**
SAQA
NQF7
**Engineering
Electrical**
SAQA
NQF8
**Engineering
Electrical**
**And Trade
Engineering**
N Dioloma
Assessment
and
Moderator
NQF8
**Education
Technology
and
Engineering
Electrical**

DHET SAQA Discovery Award Prize Novation Career Gold Silver Bronze Platinum Award Badge



TSHINGOMBE TSHITADI

RESEARCH INNOVATION
NATED NCV CURRICULUM
ENGINEERING MODERATORAR
FACILITATOR
PRICE ACHIEVEMENT MERITUS,
CAREER MENTOR
N DIPLOMA DISCOVRY
ELECTRICAL ENGINEERINIG
DIDACTIC MATERIAL
FOR LEARNER FOR LEARNÆER



DHET



DHET

DISCOVERY AWARD

PRIZE NOVIATION CAREER

Award Badge: TSHINGOMBE TSHITADI



Award Badge: TSHINGOMBE TSHITADI
FOR RESEARCH INNOVATION,
NATED NCV CURRICULUM,
ENGINEERING MODERATOR FACILITATOR,
PRICE ACHIEVEMENT MERITUS
CAREER MENTOR N-DIPLOMA DISCOVERY
ELECTRICAL ENGINEERING DIDACTIC
MATERIAL FOR LEARNER'

Table 15/Weighting of Courses: Certificate Engineering Studies / In

GOLD	SILVER	BRONZE
GOLD	PLATINUM	



DHET

DISCOVERY AWARD PRIZE INNOVATION CAREER

TSHINGOMBE TSHITADI



**SAQA N
Diploma
and
Certificate
Award
DEGREE**

**For Research Innovation NATED NCV Curriculum
Engineering Moderator Facilitator Prize
Achievement Meritus Career Mentor N
Diploma Discovery Electrical Engineering Diaa-
tic Material for Learner**

SCiBONO

**journey
expert assessment
library
career mentor**

**WRITEN
JOB CV**

**journey
expert assessment
library
career mentor

Digital material
for learner**

DHET SAQA Discovery Award Prize Novation Career Gold Award Badge



TSHINGOMBE TSHITADI

RESEARCH INNOVATION
NATED NCV CURRICULUM
ENGINEERING MODERATATOR
FACILITATOR
PRICE ACHIEVEMENT MERITUS,
CAREER MENTOR
N DIPLOMA DISCOVERY
ELECTRICAL ENGINEERING DIDACTIC MATERIAL
FOR LEARNER SCI-BON
EXPERT ASSESSMENT LIBRARY CAREER MENTOR
WRITTEN JOB CV LEARNER JOB TECHNICATOL



DHET

DHET

DHET TRANSCRIPT RECORD LEARNER STUDENT

Name: TSHINGOMBE TSHITADI

Assessment Moderator Engineering Student

SAQA ID: SAQA 09121 SAQA INSTITUT:
30:08 NC Assess Policy]6099
SAQA ID: 6700 CERTIFICATE AVANCE PHASE TEACH
N3 SAGA ID:63375 ID:67491 ENTRANCEIN
DIPLOMA



**Qualification Title: NATIONAL N DIPLOMAT
ENGINEERING
NQF Level: 6**

**Award Badge: TSHINGOMBE
TSHITADI**

Recent applications: 11/05/2023 - Date Process DHET

Submission No	Name	Date	Status
202207085096	ishitadi ishingembe	2024-02-12 11:56	Submitted
202211155081	liston ishingembe	2023-09-03 08:59	Pending
202803115021	isntad liston Tshingembas	2023-03-11 19:45	Pending
202207125014	ishitadi ishingembe	2023-01-16 19:31	Pending

TimeTab:
ID/501110002
N1: ENGINEERING STUDIE
ID:2004007084381
ID:2100002023812

Criticon 4.1

ICASS Trimester Mark

4.1.1 Two formal class tests for full time and part time students (or Two assignments for distance learning students only)

4.4 Weight value of modules

- 1.Safety precautions
- 2.Fire and Fire fighting
- 3 Hand ad power tools
- 4.Direct Current theory
- 5 Korductors and insulating

Submitted to DHET: 11/05/2023 - Date Process
Submitted to DHET: 11/05/2023 **ENGINEERING STUDIE**
ID: 2004007064381 **PEACE COLLEGET**

4.2 Examina

- 4.2.1 The examination shall consist of 100 % of the syllabus
- 4.2.2 Duration shall be 3 hours
- 4.2.3 Minimum pass percentage shall be 18 %
- 4.2.4 Closed book examination. application and evaluation are important aspects of the subject and should be weighted as follows;

Knowledge	Understanding	Evaluation
60%	20%	15%

Qualification Title: NATIONAL N DIPLOMAT ENGINEERING
NQF Level: 6
Electrical Trade Theory N1

DHET SAQA

Transcript Record

LEARNER / STUDENT

TSHINGOMBE TSHITADI

Assessment Moderator

Engineering Student Subject

SAQA ID 67Q0 Certificate Advance Phase Teach N ON D1
 SAQA ID 63375JD 67491 Entrance N Diplomat-N Diploma
 Qualification Title NQF Level:6 SUBMITTED
NATIONAL N DIPLOM ENGINEERING 202207085055
 Date Submitted To DHET: Tshitadi Tshingombe
 N1 Engineering Studies 2024-02-12.11:36
 ID Timetable / /501110002
 N1:Engineering Studies ID204002t

Submitted	Status
202207085055 Tshafitdi T:hingombe	2024-02-12 11:36
202111166081 fiston tshingombe	2023-06-03 09:56
202303115021 Tshafitdi	2023-03-11 13:45
Tshingombe Thstiadi	

4, 1 ICASS Trimester Mark

4.1.1 Two formal class tests for full time and part time students
 (or Two assignments for distance learning students only)
 4.1.2 Obtain minimum of 40% in order to qualify to write the final!

4.2 Examination

4.2.1 The examination shall be consist of 100 % of the of the syllabus
 4.2.2 Duration shall be 3 hours lof 40%
 4.2.4 Closed book examination

4. Examination

4.2.1 The examination shall consisting of 100 % of the syllabus
 4.2.2 Duration
 4.2.3 3 hours
 4.2.3 Minimum pass percentage shall be 40%

4.3 Promotion Mark

The promotion mark, consisting of the combination of the Trimester and Examination marks, shall be a minimum of 40%

DHET

DHET TRANSCRIPT RECORD LEARNER STUDENT

Name: TSHINGOMBE TSHITADI

Assessment Moderator Engineering Student

SAQA ID: SAQA 09121 SAQA INSTITUT:
30:08 NC Assess Policy]6099
SAQA ID: 6700 CERTIFICATE AVANCE PHASE TEACH
N3 SAGA ID:63375 ID:67491 ENTRANCEIN
DIPLOMA



**Qualification Title: NATIONAL N DIPLOMAT
ENGINEERING
NQF Level: 6**

**Award Badge: TSHINGGOMBE
TSHITADI**

Recent applications: 11/05/2023 - Date Process DHET

Submission No	Name	Date	Status
202207085096	ishitadi ishingembe	2024-02-12 11:56	Submitted
202211155081	liston ishingembe	2023-09-03 08:59	Pending
202803115021	isntad liston Tshingembas	2023-03-11 19:45	Pending
202207125014	ishitadi ishingembe	2023-01-16 19:31	Pending

TimeTab:
ID/501110002
N1: ENGINEERING STUDIE
ID:2004007084381
ID:2100002023812

Criticon 4.1

ICASS Trimester Mark

4.1.1 Two formal class tests for full time and part time students (or Two assignments for distance learning students only)

4.4 Weight value of modules

- 1.Safety precautions
- 2.Fire and Fire fighting
- 3 Hand ad power tools
- 4.Direct Current theory
- 5 Korductors and insulating

Submitted to DHET: 11/05/2023 - Date Process
Submitted to DHET: 11/05/2023 **ENGINEERING STUDIE**
ID: 2004007064381 **PEACE COLLEGET**

4.2 Examina

- 4.2.1 The examination shall consist of 100 % of the syllabus
- 4.2.2 Duration shall be 3 hours
- 4.2.3 Minimum pass percentage shall be 18 %
- 4.2.4 Closed book examination, application and evaluation are important aspects of the subject and should be weighted as follows;

Knowledge	Understanding	Evaluation
60%	20%	15%

Qualification Title: NATIONAL N DIPLOMAT ENGINEERING
NQF Level: 6
Electrical Trade Theory N1

DHET SAQA

Transcript Record

LEARNER / STUDENT

TSHINGOMBE TSHITADI

Assessment Moderator

Engineering Student Subject

SAQA ID 67Q0 Certificate Advance Phase Teach N ON D1
 SAQA ID 63375JD 67491 Entrance N Diplomat-N Diploma
 Qualification Title NQF Level:6 SUBMITTED
NATIONAL N DIPLOM ENGINEERING 202207085055
 Date Submitted To DHET: Tshitadi Tshingombe
 N1 Engineering Studies 2024-02-12.11:36
 ID Timetable / /501110002
 N1:Engineering Studies ID204002t

Submitted	Status
202207085055 Tshafitdi T:hingombe	2024-02-12 11:36
202111166081 fiston tshingombe	2023-06-03 09:56
202303115021 Tshafitdi	2023-03-11 13:45

Tshingombe Thstiadi

4, 1 ICASS Trimester Mark

4.1.1 Two formal class tests for full time and part time students
 (or Two assignments for distance learning students only)
 4.1.2 Obtain minimum of 40% in order to qualify to write the final!

4.2 Examination

4.2.1 The examination shall be consist of 100 % of the of the syllabus
 4.2.2 Duration shall be 3 hours lof 40%
 4.2.4 Closed book examination

4. Examination

4.2.1 The examination shall consisting of 100 % of the syllabus
 4.2.2 Duration
 4.2.3 3 hours
 4.2.3 Minimum pass percentage shall be 40%

4.3 Promotion Mark

The promotion mark, consisting of the combination of the Trimester and Examination marks, shall be a minimum of 40%

COUNCIL EDUCATION CERTIFICATE

This certifies that

**TSHINGOMBE
TSHITADI**



This certifies that

TSHINGOMBE TSHITADI

Job Reference: 50813499NLee

Position: Snr Technician Clvil Enineering and Snr Tech Electrical
Applications PTMC or Substations Tx Engineering Germiston x15
Region: South Africa (Gauteng)

Industry: Engineering

Closing Date: 2023 / 12/22

Thank you for your interest in a career at Eskom. Your online application was received and will be duly actioned by the Recruitment Practitioner allocated to the position you applied for.

Should you not be contacted within 28 days of losing date of this advertisement, please accept that your application was unsuccessful

Please also note that you only have to register and load your Personal History Profile (PHP) once. You may in future apply for vacancies using the PHP provided. Once the PHP has been completed for a particular vacancy, it can be saved and used for future applications. The PHP may be up dated, when necessary, for future applications

Best wishes with you future

Kind Regards

Recruitment Manager

Shared Services (HR)

FINANCE DIVISION

Disclaimer

NB: This Email and its contents are s. subject to the Tskom Holdings SOC Ltd EMAIL LEGAL NOTICE which can be viewed at <https://www.eskom.co.za/about-eskom/em-illegal-sprd/aclaimer/>

sharepoint@eskom.co.za Dec 10, 2023, 1:01 PM to me

Dear Tshingombe.Tshitadi ,

Job Reference: 50816031Nles Positon: Senior Technician Substation Automation
Integration PTMC in Engineering Simmerpan Simmerpan Germiston x8

sharepoint@eskom.co.za Dec 10, 2023, 1:02 PM to me

Job Reference: Qx Arn NN 08/12/25 (1) Positon: Officer Education art by
Training (Water Education and Tmaining Water Pla

Region. South Africa (Mpumatanga)

Industry: Human Resources

sharepoint@eskom.co.za Dec 10, 2023, 1:03 PM to sharepoint



CERTIFICATE OF APPRECIATION

Proudly presented to

**TSHINGOMBE
TSHITADI**

NSHINGOMBE TSHITADI

SIGNATURE

Status

CERTIFICATE AWARD TRANSCRIPT

This certifies that

**TSHINGOMBE
TSHITADI**



PROCEEDINGS.

- Including unfair dismissal claims, arbitration outcomes, and transcript certification.

PSIRA complaint records:

TSHINGOMBEKB TSFIADI <tshingombekb@gmail

LABOUR

SPECIAL COMPLAINT FORM-PRIVATE SECURITY SECTOR PROVIDENT FUNI

Dear valued employer,

TSHINGOMBE CCMA

1. Kindly be reminded that you have not met your statutory obligation to remit all levy contributions inclusive your portion and that of the employees in your employ, to the Council's registered bank account. The said payments were due on the 10th day of the month, in terms of clause 6.2 of the Levies Collective Agreement, Gazette No 42975 of 29 January 2020.
2. To avoid further accumulation of interest calculated in terms of Clause 7 (7.1) (ii) of the Levies Collective Agreement and the Prescribed Rate of Interest Act 55 of 1975, please transmit your levies urgently.

Tshingombe Tshitadi

SPECIAL COMPLAINT FORM - PRIVATE SECURITY SECTOR PROVIDENT FUND

Dear valued employer,

1. Kindly be reminded that you have not met statutory obligation to remit all levy contributions inclusive your portion and that of the employees in your employ, to the Council's registered bank account. The said payments were due on or the 10th day of the month, in terms of clause 6.2 of the Levies Collective Agreement, Gazette No.42975 of 29 January 2020.
2. To avoid further accumulation of interest calculated in terms of Clause 7(7.1) (ii) of the Levies Collective Agreement and the Prescribed Rate of Interest Act 55 of 1975, please transmit your levies
3. Furthermore, kindly note that the Council will not issue a letter of good standing to any employer who has failed to fulfil this obligation and/or has outstanding levy





Microsoft



CERTIFICATE AND ASSESSMENT TRANSCRIPT

This certifies that

TSHINGOMBE TSHITADI

-
- CCMA and Labour Court proceedings: Including unfair dismissal claims, arbitration outcomes, and transcript certification.
 - PSIRA complaint records: Filed against a security employer, with supporting evidence and contact details.





CERTIFICATE

Tshingombe Tshitadi

46307664@gmail.com

GitHub Copilot Tools Achievements



Implement Code Improvements using GitHubCopilot tools Completed on 10/4/2025



Develop unit tests using GitHub Copilot tools Completed on 10/4/2025



Generate Documentation Using GitHubCopilot Completed on 10/4/2025



Develop code features using GitHubCpilot tools Completed on 10/4/2025



Get started with GitHub Copilot Completed on 10/4/2025

Module Assessments



Write your first C# code Completed on 8/28/2025



Introduction to GitHub administration Completed on 8/28/2025

Completed Microsoft Training Courses

- Plan and prepare to develop AI solutions on Azure
- Develop an AI App with the Azure Ai Foundry SDK
- Explore AI for Ail
- Boost your productivity with Microsoft Copilot
- Get started with Microsoft Copilot
- Explore responsible AI



Achievement Certificate

Awarded to

Tshingombe Tshitadi

For completing

Assessment: Microsoft

On this day, 9 April 2021

A stylized, handwritten signature in black ink.

Educator

Challenges

Credentials

Q&A

Achievements

Collections

Transcript

Transcript Records may take up to 24 hours to update.

Transcript

Legal name: **Tshingombe Tshitadi Fiston**

46307064 Edit display name in settings

Username: **tshingomberiston@gmailmail.com**

Contact email: Edit contact email in settings

Modules completed 943

Learning path-title	Description	Completed on	All module completed
APL 2007; Aceetremc ap development by using GitHub Copilot.	Learn how to accenottract app developitt tio Hoking GitHub-Copilot and GitHub Coplior Smal in a Visual Studio-Code environment.	Oct 4, 2025.	N/A N/A
AI Fluency	This learning path is designed to provide a compiemerative understanding in AI Enency it includes modules that n- vanous aspects of AL starting with foundational contconny and progressing to mast addi- executtores. Each module	Aug 28, 2025	N/A N/A
Build custom agents for Microsoft Teams	Build custom agents for your Microsoft Teame phat one- text your businesss needs.	Nov 16, 2024	N/A N/A

Modules completed

Moliles title	Description	Completed on	Duration	Module assessment
Implement code enprovements. using GitHub-Copilor cools	YNC module explores using GitHubor Coplot. Char to develop improvements for an tax- sting costebese. Exercises provide practical	Oct 4, 2025	1 hr 20 mir	Take module assessment
Develop unit-tests using GitHub-Conlior cools	Development code improvements using. GitHub Copolot cooin to develon respoese	Oct 4, 2025	1 hr 7 min	Take module assessment

Transcript

Records may take up to 24 hours to update.

Legal name: Tshingombe Tshitadi Fiston **Learning paths completed** 943 **Completed on** 756 hr 38 min

46907084 [Edit displayname in settings](#)

Username: 46507994 [Edit username in settings](#)

Contact email : tshingombefiston@gmail.com

Learning paths completed

216

Modules completed

Learning path title	Description	Completed on	Completed on	All module assessment results
APL-2007; Accelerate app development by using GitHub Copilot	Learn how to accelerate development by using GitHub Copilot and GitHub Copilot in a Visual Studio-Code	Oct 4, 2025	Oct 4, 2025	N/A
Ai Fluency	This learning path is designed to provide a comprehensive understanding of AI, starting at a basic level and progressing to advanced topics. It includes modules that cover various aspects of AI, such as machine learning, natural language processing, and computer vision.	Oct 28, 2025	N/A	N/A
Build custom agents for Microsoft Teams	Build custom agents for your Microsoft Teams environment for your business needs.	Nov 16, 2024	1 hr 20 min	Take module assessment

Modules completed

Module title	Description	Completed on	Duration	Module assessment
Implement code using GitHub Copilot	This module explores using GitHub Copilot to accelerate development.	Oct 4, 2025	1 hr 20 min	Take module

Transcript

Records may take up to 24 hours to update.

Legal name: **Tshingombe Tshitadi Fiston**

46207064

[Edit display name](#) in [settings](#)

[Edit display name in settings](#)

Username: 46307064 [Edit user name](#)

Contact email: tshingombefist@gmail.com

Modules completed **943**

Learning paths completed **216**

Training hours completed **756 hr 38min**

Learning paths completed

Learning path title	Description	Completed on	All module assessment results
APL 2007: Accelerate app development by using Gith...	Learn how to accelerate app development by using GitHub Copilot and GitHub	Oct 4, 2025	N/A
AI Fluency	Build custom agents for sam	Aug 28, 2025	N/A
Build custom agents for Microsoft Teams	Build custom agents for your Microsoft Teams environment	Nov 16, 2024	N/A

Modules completed

Module title	Description	Completed on	Duration	Module assessment
Implement code improvements using Git...	This module explores using GitHub Copilot chat to develop improvements for an existing	Oct 4, 2025	1 hr 20 min	Take module assessment
Develop unit tests using	Exercises provide practical	Oct 4, 2025	1 hr 7	Take module

CITY POWER

Career Opportunities at City Power

Ready to light up your career?

Ready to light up your career? Whether you are a new artisan or engineer, graduate or experienced professional or we look to attract people who will add value to our business.

We may not always have vacancies open, but when we do, you'll find the information below.

If you meet all the requirements outlined in the job profile and can provide all the relevant documentation to support your application then we invite to apply.

External candidates should:

Step 1: Complete the application form ([Download the Application Form](#)).

Permanent Vacancies

Step 3: Attach all the required documentation

Step 4: Submit application to the email address provided and wait for feedback.

Vacancies

Looking for a career opportunity in City Power! Well, the opportunity within is just a click away. Candidates can now search and apply for jobs



Tshingom

Legal name:
Tshingombe Tsh
46307064

Contact email:
(shingombe@sttc

Modules completed
943

Learning paths completed
216

Training completed
756 hr 38 min

CITY POWER

AWARD PRIZE

**DISCOVERY
INNOVATION**



**Tshingombe
Tshitadi**

Legal name:

**Tshingombe
Tshitadi**

46307064

Contact email:

MY CANDIDATE PROFILE



**Tshingombe
Tshitadi**

*First Name:

*Last Name:

Candidate ID:

294647



*Title:

*Phone:

*Email:

Data Privacy Statement

Dear applicant, your interest in career with us.

In this section, you have the opportunity to add more details to your profile.
The more details you add, the more likely, the job will match your interests.

Please note by creating your profile below, you hereby agree that your data is
available for the recruitment team to view.

The Recruitment Team

Career Opportunities: Jobs Applied

Company		Terms & Conditions		Privacy Policy	
Job Title	Actions	Req ID	Date Applied	Status	Status Date
Analyst: Data & Reporting		7504	10/12/2023	New Application	
Analyst: Planning		9572	29/06/2024	New rejected	Please apply for another
Auditor		7198	11/11/2023	Reject	Opportunity
Auditor Compliance Audit Level 1	1 year, 10 months	Aikt	29/07/2023	We are currently reviewing all	
Tax Auditor Level 3	Reject	9862	28/09/2023	Please apply for another	Please apply for another

My Candidate Profile

Tshingombe Tshitadi

*First Name:

*Last Name:

294647

*Title:

*Phone:

Data Privacy Statement

Dear Applicant:

We appreciate your interest in a career with us.

In this section, you have the opportunity to add more details to your profile. Please note that by creating your profile below, you hereby agree that

your data is available for the recruitment team to view.

The Recruitment Team

[Company](#) | [Terms & Conditions](#) | [Privacy Policy](#)

Tshingombe Tshitadi's CV

Last Updated: 18/10/2023

Tshingombe Tshitadi's Cover Letter

Last Updated: 18/10/2023

Tshingombe Tshitadi's Cover Letter

Last Updated: 18/10/2023

Previous Work History

 Add

Entry 1 of 1

Educational Services

 Remove

Tshingombe

02/20 – 11/21

 Remove

Formal Education

 Add from

 Details

NQF Level 6 (Diploma Advanced Certificate)

Adv Cert. Educ : Technical

Education

 Remove

 Details

Formal Education Add Another

There are no items in this section.

Language Skills Add

There are no items in this section.

Professional Memberships Add

There are no items in this section.

Geo Mobility Add

There are no items in this section.

Career Opportunities: Jobs Applied



SOUTH AFRICAN RESERVE BANK

CERTIFICATE

Graduated

Fiston Tshingombe

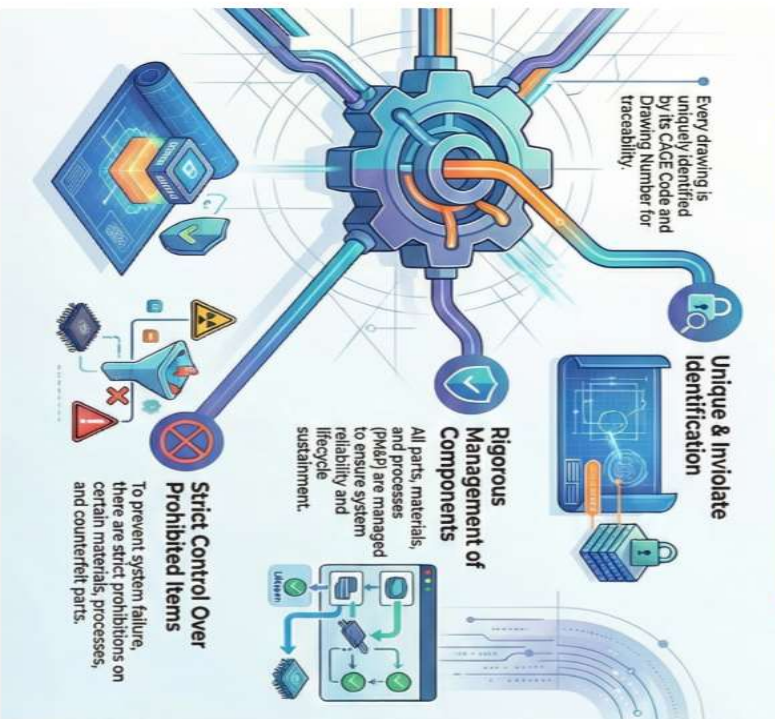
tshingombefiston@gmail.com

+27 0725298946

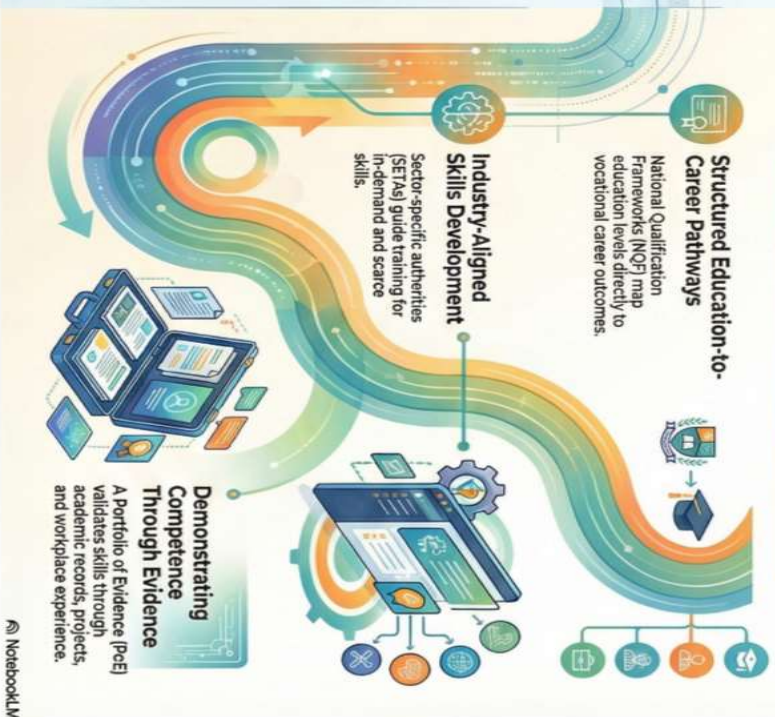
ACTIVE JOB APPLICATIONS

Engineering Documentation: From Global Standards to Personal Portfolios

The Anatomy of a Formal Standard (MIL-STD)



Building a Technical Career Portfolio



© NotebookLM

The Electrical Engineer's Journey: From Qualification to Career

